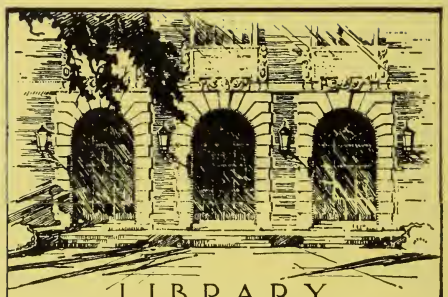
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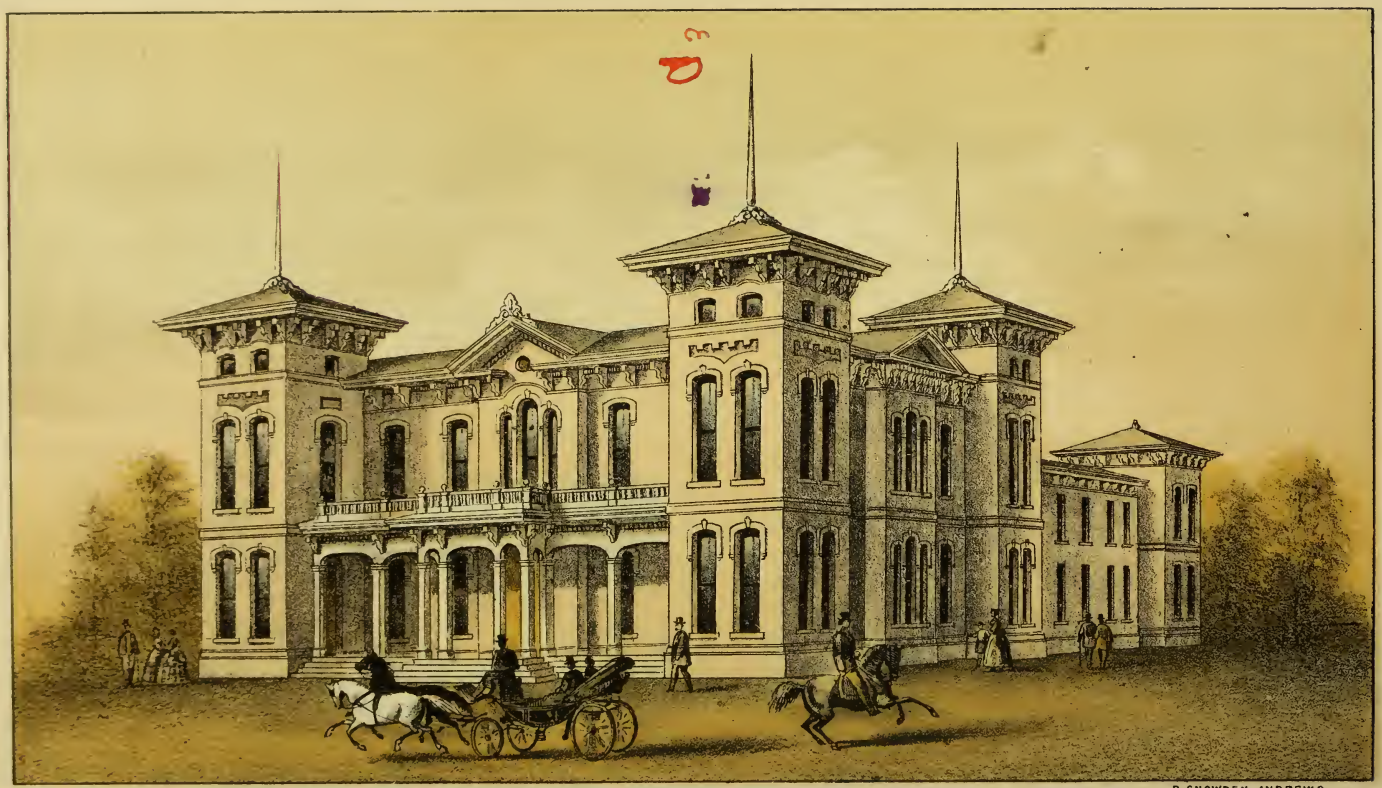


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R SNOWDEN ANDREWS.
ARCHITECT

EASTERN FEMALE HIGH SCHOOL.

FIFTIETH ANNUAL REPORT

—OF THE—

Board of Commissioners

—OF—

Public Schools,

—TO THE—

MAYOR and CITY COUNCIL of BALTIMORE,

For the twelve months ending Dec. 31, 1878.

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STANDING COMMITTEES.

Baltimore City College.

Messrs. Phelps, Wentz, Griffith, Hamel, President and Superintendent.

Female High Schools.

Messrs. Poe, Atkinson, Roemer, Ives, Murray, Boyle, President and Superintendent.

Normal School.

Messrs. Murray, Denny, Griffith and Superintendent.

Grammar Schools.

Messrs. Sinclair, Ferry, Lawton, Ruth and Deale.

Primary Schools.

Messrs. Denny, Noble, Sinclair, Plaskitt, Ives and Assistant Superintendent.

English-German Schools.

Messrs. Wentz, Hamel, Roemer, Noble, Deale, Superintendent and Assistant Superintendent.

Colored Schools.

Messrs. Schenkel, Phelps, Hamel, Ruth, Plaskitt and Superintendent.

Books.

Messrs. Hamel, Poe, Phelps, Atkinson, Griffith, President and Superintendent.

Furniture.

Messrs. Ives, Lawton, Schenkel, Plaskitt and Ferry.

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Music.

Messrs. Roemer, Wentz, Deale, Atkinson and Lawton.

Discipline.

Messrs. Noble, Murray, Denny, Deale, Ives, President, Superintendent and Assistant Superintendent.

Accounts.

Messrs. Griffith, Lawton, Ives, Roemer and Atkinson.

Expenditures.

Messrs. Roemer, Ferry, Plaskitt, Deale, Murray and President.

Examinations.

Messrs. Atkinson, Denny, Boyle, President, Superintendent and Assistant Superintendent

Bi-Weekly Reports.

Messrs. Plaskitt, Wentz and Sinclair.

Conference.

Messrs. Ferry, Poe, Noble, Phelps and Ruth.

Buildings.

Messrs. Ruth, Denny, Griffith, Ives and Boyle.

Printing.

Messrs. Deale, Schenkel and Sinclair.

Health.

Messrs. Boyle, Murray and Schenkel.

Drawing.

Messrs. Lawton, Hamel, Poe, Wentz and Sinclair.

Intestate Estates.

Messrs. Poe, Phelps and President.

BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS

FOR 1878.

OFFICERS.

PRESIDENT.....JOHN T. MORRIS.
SECRETARY.....HENRY M. COWLES.
SUPERINTENDENT.....HENRY E. SHEPHERD.
ASSISTANT SUPERINTENDENT.....HENRY A. WISE.

MEMBERS OF THE BOARD.

WARD.		TERM EXPIRES.
1.	FRANCIS J. RUTH	1881.
2.	GEO. L. HAMEL	1879.
3.	WM. C. ATKINSON	1880.
4.	DENIS NOBLE	1882.
5.	WM. M. IVES	1881.
6.	JOHN B. WENTZ	1880.
7.	ROBERT H. SINCLAIR	1882.
8.	J. BROOK BOYLE, M. D	1879.
9.	JOSHUA PLASKITT	1879.
10.	JOHN T. MORRIS	1882.
11.	JOHN P. POE	1880.
12.	CHAS. E. PHELPS	1881.
13.	JOHN L. LAWTON	1879.
14.	G. S. GRIFFITH, JR.	1880.
15.	JOHN FERRY	1881.
16.	JACOB SCHENKEL	1882.
17.	H. B. ROEMER	1880.
*18.	JAMES F. DEALE	1882.
19.	WM. W. MURRAY, M. D	1879.
20.	JAMES W. DENNY	1881.

* Mr. Deale resigned October 22d, and David M. Newbold was elected November 11th in his place.

REPORT

OF THE

Board of Commissioners

OF

PUBLIC SCHOOLS OF BALTIMORE.

Office of Commissioners of Public Schools,

January 1st, 1879.

To the Honorable the Mayor
and City Council of Baltimore.

The Ordinance of the City, establishing a system of Public Schools and appointing a Board of Commissioners, directs the Board to report annually to the Mayor and City Council a statement of its transactions, with an account of receipts and expenditures for the past year and resources for the year commenced.

In the performance of this duty the Board of Commissioners respectfully submits its

Fiftieth Annual Report,

showing its operations for the year ending December 31st, 1878, and furnishing information with reference to the work, condition and wants of the public schools of our city.

Political and religious liberty depend in a great degree upon the education and intelligence of the people, and it is therefore the undoubted duty of the State to educate its children in such manner as will best qualify them to perform the duties of citizenship in after life. There may be honest difference of opinion as to the kind and amount of instruction which may be required for this purpose, but there can be no doubt that the best results can be secured by providing a liberal system of Free Public Schools.

Our State and City have shown their appreciation of the value and importance of free instruction by the adoption and liberal support of a system of education which has secured the public confidence.

Half a century has passed since the authorities of our city first adopted an ordinance establishing public schools. It was a small beginning, which not only lacked public sympathy, but even encountered serious opposition.

The fault was not in the system itself, but partly arose from the existing prejudice, which regarded it as only a short remove from the charity schools of that day. Many changes have taken place since then, not only in the mode of conducting the schools, but also in public sentiment with reference to them ; and we now have a permanent and efficient system of free instruction, appreciated and approved by a large majority of our citizens.

It may be interesting to note these changes by a brief sketch of the origin and history of our schools, and thus exhibit and compare the past with the present, and so fully comprehend the noble purpose and work of their founders, as well as the care and attention, which have been bestowed upon this valuable legacy by their successors.

The earliest legislation with reference to public schools in Baltimore was in the year 1826, at which time an Act was passed by the General Assembly of Maryland, authorizing the Mayor and City Council to establish Public Schools in the City, and to levy and collect such taxes as might be necessary for their support.

On the 17th January, 1827, an Ordinance was adopted by the City approving and accepting the above Act of the General Assembly, agreeably to its tenor.

No further action was taken by the City during that year toward organizing the schools, but on the 8th March, 1828, an Ordinance was adopted creating a Board of Commissioners of Public Schools.

By its provisions, six Commissioners were to be elected by the two Branches of the City Council in convention, annually in the month of January, who should constitute a Board, of which the Mayor was the President ex-officio. They were directed to divide the city into six school districts, and to establish one school in each district, on the monitorial plan—each school to be divided into two departments, one for males and the other for females, and no child above ten years of age to be admitted, and every child to pay one dollar per quarter, unless exempted therefrom by the Commissioners.

It further provided that after the division of the city into districts, one commissioner should be appointed for each district, and the Board thus constituted, was authorized to appoint a Superintendent, and to make all necessary rules for the government of the schools.

The following well known citizens constituted the first Board of Commissioners, all of whom are now deceased,

namely, Jacob Small, John B. Morris, Fielding Lucas, Jr., Joseph Cushing, John Reese and William Hubbard.

The ordinance vested these gentlemen with full power to establish schools, but unfortunately, failed to provide adequate means for their organization and support, and hence, nothing was done during that year toward opening the schools. The Board, however, carefully considered the important interest that had been committed to their charge, and determined that there was no necessity at that time, to establish the number of schools required by the ordinance, and reported their views to the City Council; and accordingly, on 6th April 1829, a supplemental ordinance was adopted, directing the Commissioners "to establish one or more schools on the monitorial plan" in their discretion, and otherwise modifying the original law.

The authorities seem now to have realized that it was not possible for the Commissioners to carry on the schools without some money, and accordingly authorized them to draw on the Commissioners of Finance for the Public School fund in their hands, and on the Treasurer of Western Maryland, for the city's distributive share of the fund accruing in his hands, and to receive donations and bequests made for the use of public schools in the city, and apply the same to establishing and supporting the schools.

The money thus received by the commissioners for the support of the schools was derived from the special tax charged by the State for extending the charters of several banks in Baltimore city, and for the incorporation of the turnpike road leading to Cumberland; all of which had been inviolably pledged for the establishing of a general system of free schools throughout the State. This fund was distributed

among the counties and the city, according to the ratio of white population, and the whole amount thus placed at the disposal of the School Commissioners of the City was only $1,431 41, and the Council did not increase it by any levy or appropriation for the purpose.

Under these circumstances, the commissioners were somewhat reluctant to commence their work; but, realizing the importance of the trust confided to them, and their duty to the community, they concluded to make the experiment with the limited means at their control.

Accordingly, on the 21st July, 1829, the Board resolved to establish four schools, two in the eastern section, and two in the western section of the city; and, on the 21st September following, the first public school in Baltimore city was opened, under the charge of William H. Coffin, on north Eutaw street, between Saratoga and Mulberry streets, in the basement of the church now belonging to St. Mark's English Lutheran Church; and on the 28th September, two other schools were opened, under the charge of Thompson Randolph and Harriet D Randolph, on Bond street, near Canton avenue. The fourth school was not opened until the next year, because a suitable room could not be obtained for the purpose in the western section of the city; but the others were soon filled and numerous applications for admission were declined for want of room.

The first pupil enrolled in the Public Schools was Andrew Reese, a son of one of the Commissioners, who thus evidenced his appreciation of the work in which he was engaged.

The rapid increase of pupils seemed to indicate the public feeling; and the Commissioners, accepting it as an expression of public confidence, asked the City Council to authorize

several additional schools and the erection of suitable buildings, and that a tax be levied for their organization and support.

On the 7th April, 1830, an ordinance was adopted reducing into one the several ordinances relating to the Public Schools, and by which the duties and powers of the Commissioners were increased. They were empowered to select a President and Secretary from their own number; to establish such grade of schools as they deemed best to subserve public interest; to appoint teachers and fix their compensation; to prescribe the course of study and books to be used; to lease for one or more years buildings for school purposes, and also to purchase or lease lots in the name of the city, and to erect suitable buildings thereon, and generally to make all rules for the management of the schools that they might deem expedient, thus being vested with greater powers, in some respects, than are now possessed or exercised by the Board.

During that year a tax of $12\frac{1}{2}$ cents on every hundred dollars worth of property was levied for the support of the schools, which gave assurance to the Commissioners that their work was appreciated by the authorities, and that they would be liberally sustained in their future efforts.

The schools were graded and instruction given to the pupils according to their capacity, but there was no distinct separation into Primary and Grammar Schools, as now organized. They were known and designated as Public Schools, conducted on the Monitorial plan, until 1839, when a change was made in the mode of instruction, and assistant teachers were appointed.

The male schools were taught entirely by males until nearly twenty years after their organization, when female assistants were successfully introduced.

The grade of instruction and the supervision of the schools were adapted to the supposed demand of the public, and the Commissioners labored diligently to promote their success.

The history of the schools during the first ten years of their existence was eventful and interesting. The friends of the system, who at first were much encouraged by its apparent success and growth, were afterwards depressed by a seeming indifference or opposition of the public.

Every effort was made by the Commissioners to remove objections and popularize their work, but public sentiment still fluctuated. It was difficult to understand why there should be any impediment to their full success, and the Commissioners were unable to determine whether it was owing to dissatisfaction with the system of instruction pursued and the results accomplished, or because of a general want of interest in the cause of education.

The number of pupils during the first year was 269, with 3 teachers, which continued to increase until 1835, when it reached 867, with 8 teachers. During the next three years the number declined to 675, thus showing but poor results for the earnest labor of ten years. There seemed to be some additional stimulus necessary for the public mind, and that was probably applied in 1839, when a reaction occurred, and the number of pupils commenced to increase rapidly, so that during the succeeding ten years the number had increased to 6763, under the charge of 107 teachers. During the year 1839 important changes occurred in the school system, and an

earnest effort was made by the City Council and the Board of Commissioners to promote its usefulness and extend its influence.

Evening schools were opened for the first time for the benefit of those who could not attend during the day, and the experiment proved to be a great success. In March, after mature deliberation and much discussion, a resolution was adopted allowing the use of the Bible in all the schools, as a reading book, the teachers being instructed in all cases to allow the Douay edition to be used by those children whose parents prefer the same to the common translation.

By a resolution adopted by the City Council March 7th, 1839, the Commissioners were requested to establish a Male High School, in which the higher branches of English and classical literature should be taught. This was doubtless in response to the demand of intelligent public sentiment, and it has had a most important influence upon the schools, and was the stimulus that was needed to promote their greater success.

The Male Central High School was opened on the 20th October, 1839, in a rented building on Courtland street, under the charge of Dr. Nathan C. Brooks as principal, with 46 pupils.

By ordinance dated October 9th, 1866, the name was changed to that of Baltimore City College, and the Board was authorized to confer diplomas on its graduates. At first the admissions to this school were confined entirely to those who had been pupils of the Grammar Schools and had passed a prescribed satisfactory examination, but it was afterwards changed so as to admit any applicant who passed the required examination, and had a good moral character.

The beneficial effect of this school upon those of lower grades was soon perceptible in the increase of the number of pupils and the higher grade of scholarship.

The increase during the first year was from 675 to 1126, and in the succeeding year to 1834, and the Commissioners of that period, who had the opportunity of seeing and appreciating the immediate results, reported to the City Council that the establishment of the Male High School had had a wonderful influence in increasing the efficiency, popularity and patronage of the school system in general.

The character and conduct of the pupils of the High School were entirely satisfactory, comparing most favorably with those of any select or private schools; and the experienced principal, in his report of its condition, said that he had conducted schools in the city and country, select schools and seminaries of boys carefully nurtured and of the upper walks of social life, and yet he had never conducted a school in which the pupils were more prompt, and industrous and respectful, more kind and obliging to each other, or more correct in their general deportment, than the High School.

This school was removed in 1840 to rooms over the present office of the Firemen's Insurance Company, at corner of South and Second streets, but the accommodations were insufficient for the number of pupils, and in 1841 it was again removed to a building on the northeast corner of Lombard and Hanover streets; but the location was unsatisfactory, and not adapted to the wants of the school, so that in 1842 it was again removed to the old building on Courtland street first occupied by it.

The Board then made an earnest effort to obtain a more suitable building, and applied to the City Council for per-

mission to purchase or lease one more centrally located, and with better accommodations.

After an examination of several sites, it recommended the selection of the property at the corner of Holliday and Fayette streets, then known as the "Assembly Rooms and Theatre Tavern," and by an ordinance of the City Council, adopted March 11th, 1844, the Board was authorized to purchase the above property for the sum of $23,000, subject to ground rent of $261 on the former and $90 on the latter building, making $351 in all, and the deed was executed that year. The old tavern was removed, and its site was used as a yard for the school, which was then transferred to its new apartments, where it remained until the building was destroyed by fire in 1873, and the school was again removed to Courtland street in the building formerly occupied by Baltimore Female College. It remained here until 1875, when the new building on Howard street was completed, and the school was then removed there, where it is now located, with 526 pupils.

The first Annual Commencement of the Male Central High School took place on 27th November, 1851, with eight graduates, and the honorary address was delivered by S. Teackle Wallis, Esq.

In 1843 vocal music was introduced into the schools, at the request of many parents and patrons, and in 1846 drawing was made a branch of study in the High School.

The year 1844 was an important period in the history of the Female Schools. The Board, appreciating the beneficial results of the Male High School for boys, had earnestly recommended the organization of two Female High Schools, and the City Council having approved the recommendation

and given authority to the Commissioners, they established two schools during the year—the Eastern Female High School in the building at the corner of Front and Fayette streets, and the Western Female High School in a rented building on north Paca street.

In 1852 the former was removed to the new building on Aisquith street, which was again rebuilt and enlarged in 1869; and in 1846 the latter was removed to the southwest corner of Fayette and Green streets, where it remained until September, 1858, when it was removed to the new building on Fayette street now occupied by the school.

The value and importance of these schools soon became apparent, and they at once secured public favor. They had a marked influence on the female schools of inferior grade, and contributed greatly to the general efficiency and prosperity of the whole system. These schools for the higher education and culture of women were the first of their grade and kind established in this country as a part of the Public School system. The work of the schools has been successfully performed, and they have furnished the principal part of the female teachers of our Grammar and Primary Schools.

The first Annual Commencement of these schools took place on October 25th and 28th, 1853, with graduates, and honorary addresses were delivered by Robert M. McLane, Esq., and Dr. Stuart Robinson.

In 1847 and 1848 female teachers were appointed in some of the Male Schools with marked success, and the result settled the future policy of the system with reference to the employment of females in those schools, from which they had previously been excluded. In the latter year a change

was made in the character of the schools, by engrafting upon the system the grade of Primary Schools.

Previous to this time there had not been any distinct grades established, but the necessity seemed to be so apparent that it was determined to organize separate schools for the younger children, in which they should be taught the primary and elementary branches, and prepared for the schools of higher grade, which were thereafter to be designated Grammar Schools. This was deemed both economical and liberal, as it was determined to place all the Primary Schools and Female Grammar Schools exclusively under the charge of female teachers, who were thought to be better qualified for the peculiar work of those schools, and whose services could be obtained for less compensation than male teachers. This difference between the compensation of male and female teachers, for the same grade and amount of work, continues in our system, though in several other cities they are paid alike. This arrangement also enabled the Board to establish a distinct grade of Grammar Schools, with liberal instruction adapted to the wants of those pupils who did not wish to enter the High Schools.

This was the basis of our present symmetrically graded system of Primary, Grammar and High Schools, which has not been changed except in the amount of studies in some of the classes.

In September, 1851, the Eastern and Western Normal Classes were organized, the former in the Eastern Female High School, under the charge of Emily E. Jones, and the latter in the Western Female High School, under Eliza Adams, two of the most efficient female teachers. They were established for the benefit of teachers; and the graduates

of the Female High Schools having passed the full term, and desiring to adopt the profession of teaching, were allowed to remain another year in this class to receive instruction in the theory and practice of teaching.

All newly appointed teachers were required to attend one of these classes for six months. The benefit of these classes was soon apparent, and it was generally recognized that those who had been pupils were the most successful and efficient teachers.

These classes were discontinued in 1858, and a Central Normal Class was organized, to which male pupils were also admitted, and placed under the charge of a male principal, with male and female assistants, which still continues, and is accomplishing good results.

In 1855 the City Council authorized the Board to establish a Floating School, for the education of sailors, to be carried on under the joint direction of the Board of Trade of the city and the Board of School Commissioners. In consequence of delay in obtaining a suitable vessel, the school was not opened until 1857, when the Board of Trade purchased the old sloop of war Ontario, which was fitted up for the use of this new school. The Board of School Commissioners supplied the teachers, books and necessary furniture, and nautical instruction was given in addition to the usual branches taught in other schools. It was a new experiment which had not been tried elsewhere, but it was hoped that this kind of instruction would prove highly advantageous to the merchant marine of our city, by furnishing a better educated class of sailors for our vessels.

The school was very successful and useful during several years, having received and educated a large number of boys

who became proficient in the service and practice of navigation, and easily obtained situations in the merchant service; but during the war it began to decline, and in 1865 the Board deemed it proper to suspend its operations. An effort was subsequently made to reorganize the school, but it never has been done, though the ordinance authorizing it is still in force.

Previous to 1867 no provision had been made by the city for the education of colored children. The only instruction received by them was at private schools, or at the free schools which had been organized by the Association for the Improvement of Colored People, which had been sustained by private contributions. On the 10th of July of that year an ordinance was adopted directing the Board of School Commissioners to establish separate schools for the colored children, under the same rules as governed the white public schools. This was in response to the request of the above mentioned association, which had petitioned the city to take charge of its schools, and provide for their support.

The Board proceeded to organize these schools, and in September commenced with about 1000 pupils. It asked the City Council for $10,000 for their support, but no appropriation was made, and the Board was without the necessary means for their support. The City Register declined to pay the salaries and other expenses, and the only income was from the use of books, which the Board authorized the teachers to apply to the payment of their salaries.

This condition continued until November, 1867, when a new Board of Commissioners was elected, which urged the appropriation for the support of the schools. There existed a legal doubt as to whether the city had the power to appro-

priate money for those schools, and accordingly the Legislature passed an Act at January session, 1868, authorizing the city to establish separate schools for the education of colored children, and to levy and appropriate money for their support.

On 5th May, 1868, the City Council passed an ordinance authorizing the new Board to reorganize these schools, and appropriated $3 600 to pay all arrears for salaries and other expenses, and also the sum of $15,000 for their support for the year 1868, in addition to such taxes as might be paid by the colored people for educational purposes.

On 28th June, 1868, the Board organized 10 separate schools for colored children, under the charge of white teachers, since which time the number of schools and pupils has increased.

The grade of the schools was at first Primary, but afterwards it was extended so as to include Grammar School studies, which meets the demand of this class of pupils.

In 1873 a resolution was adopted in the City Council requesting the Board to inquire into the expediency of introducing the study of the German language into the Public Schools, and in response to that inquiry, as well as to the urgent request of many citizens, the present system of English-German Schools was introduced.

Previous to that time the language had been taught in the City College, but it was thus limited to those who entered that school; a large number of pupils never received any such instruction.

It was deemed inexpedient to introduce the language into all the Primary and Grammar Schools, or to make it obliga-

tory on all pupils, and hence it was thought best to establish separate schools, in different sections of the city, in which parallel courses of English and German should be taught, and leave it optional with children to attend.

Five schools have been thus established, and no part of our system seems to be more successful, or more highly appreciated by the public.

The mode of appointing Commissioners has always been by joint convention of the City Council, and previous to 1876 the appointments were made annually. By ordinance adopted in that year the terms were changed, so that one-fourth only of the Board retires every year, thus leaving five new Commissioners to be elected annually.

This change was thought to be an improvement, as it made the position more permanent, and enabled the Commissioners better to learn and perform their duties. This system, however, it still defective, and may be much improved.

The original number of Commissioners was 6, which was increased to 8 in 1834; to 9 in 1836; to 12 in 1838; to 13 in 1840; to 14 in 1842; and to 20 in 1846, being one to each ward.

The ordinance establishing schools in the city limited the admission to children under 12 years of age, which was afterwards extended to 14 years, and the pupils therefore for a long period were between the ages of 4 and 14, boys between 4 and 7 being admitted to the girls' schools, and over that age to the male schools. Subsequently the rule was changed to conform to the general laws of the State, by which the school age is now between 6 and 21 years.

The first Public School house was erected in the year 1830, on Aisquith street, near Fayette street, in the Eastern section of the city, and the next was in 1832, at the corner of Green and Fayette streets. The former has been sold by the city, and a more commodious building erected for the school ; the latter is yet occupied by Male Grammar and Primary Schools No. 1, but it has been condemned by the city authorities as unfit for use on account of want of room and proper ventilation, and the Board cherishes the hope of an early change to a better building.

Since 1832 a large amount has been invested in the erection of new buildings for the use of the schools, the number now owned by the city being 57, containing about 700 class rooms. Many of these houses, however, are improperly designed and constructed, with insufficient room, light and ventilation, and without the necessary space in the yards to permit proper exercise during recess.

During the past ten years a decided improvement has been made, both in the selection of the lots and the construction of the buildings, and it is possible that the schools of our city may yet obtain the model houses which are so much needed for the health of the children.

Their physical education is as necessary as their mental culture, and public sentiment now demands that proper attention shall be given to both in our public schools.

There are many other circumstances and subjects of interest pertaining to the history of our schools, which might be recalled and would forcibly illustrate the character and earnest labors of those who so faithfully worked to establish and advance our system of public instruction. They would show that many of the best, wisest and most influential of

our citizens have participated in this work ; and though they may not have accomplished all that was desired, yet, sufficient has been done to satisfy us that the system has been erected upon a secure foundation and that the structure is worthy the care of the community for whose benefit it was founded.

We commend it to your official protection, with the hope that it may always be kept free from sectarian and political control, and that proper encouragement and aid may be given to its future growth and prosperity.

We submit herewith the Report of the Superintendent of Instruction, and Assistant Superintendent, for the past year, containing much statistical and other interesting information, and though not concurring with all the views of the former with reference to some parts of our system, yet we commend them as containing valuable suggestions for the future improvement of our schools, which should receive our careful consideration.

SCHOOL STATISTICS.

The whole number of schools under the charge of the Board during the past year was 127, containing 35,288 enrolled pupils, classified as follows :

1	Baltimore City College	526
2	Female High Schools	792
19	Male Grammar Schools	4,927
19	Female Grammar Schools	5,056
29	Male Primary Schools	7,721
30	Female Primary Schools	7,959
5	English-German Schools	3,188

13 Colored Day Schools	3,833
4 White Evening Schools	520
4 Colored Evening Schools	634
1 Normal School	132

These schools have been conducted by 820 teachers, with an average daily attendance of 29,518, while the whole number of different pupils during the year was 45,951.

Number of White Pupils	30,822
Number of Colored Pupils	4,466
Number of Free Pupils	21,974
Number of Pay Pupils	13,314
Number of Male Teachers	116
Number of Female Teachers	704

The increase in the number of pupils over the previous year was about 1,400; and the average annual increase during the past twenty years has been about 1,000.

The number of pupils to a teacher on average attendance in the High Schools was 34; in the Grammar Schools was 36, and in the Primary Schools was 37.

The annual cost per pupil estimated on enrollment was $17, and on average attendance was $20 32 for the current expenses; and was $19.21 on enrollment, and $22.32 on average attendance, for current expenses incurred by the Board and the repairs and new buildings by the Inspector of Buildings.

The average annual salary of the teachers and officers is about $600 each.

The cost per capita, as well as the total annual expenses of the schools, are much less than that of most of the other large cities.

The attendance of pupils has improved during the past year, and the per centage of average attendance has increased, ranging from 92.11 in the Female High Schools to 60.73 in the Evening Schools, as follows:

Female High Schools	92.11
English-German Schools	91.40
Baltimore City College	91.9
Male Grammar Schools	87.31
Female Grammar Schools	85.95
Male Primary Schools	84.87
Female Primary Schools	81.91
Colored Day Schools	79.98
Normal School	76.
Evening Schools	60.73

This marked improvement in the attendance is very satisfactory, and is to be attributed to the earnest efforts made by the Superintendents and teachers to accomplish this object. Frequent absence of the pupils is a serious impediment to the success of a school, and the teachers endeavor to avoid this embarrassment by encouraging and enforcing regular attendance.

It is a defect in all school systems where attendance is voluntary, and educators are considering the subject with a view to remove the existing evil.

The recommendation of the Assistant Superintendent in his Report will aid the Board in this matter, and secure even a better attendance during this year.

SCHOOL CENSUS.

A correct census of all the children of school age in our city is an important element in our educational statistics. It enables us to approximately ascertain the number and condition of the children who are attending public and private schools, and, also those who are not in any school, and thus to estimate whether a proper proportion of those entitled are receiving the benefits of public education.

We are indebted to the Board of Police Commissioners for the following census, which was obtained through their efficient officers and men without any expense to the schools.

Wards.	Males.	Females.	Total.	In Public Schools.	In Private Schools.	In no School.
1	3,569	3,534	7,103	2,347	374	3,382
2	1,765	1,768	3,533	1,215	519	1,799
3	1,767	1,783	3,550	1,221	597	1,732
4	1,176	1,174	2,350	956	353	1,031
5	1,716	1,633	3,349	1,514	431	1,404
6	2,016	1,993	4,009	1,812	431	1,766
7	3,688	3,780	7,468	2,943	1,103	3,422
8	1,730	1,685	3,415	1,372	636	1,407
9	740	778	1,518	529	289	700
10	1,190	1,361	2,551	782	628	1,141
11	1,039	1,140	2,179	565	781	833
12	1,747	1,880	3,627	1,164	1,029	1,434
13	1,299	1,385	2,684	1,048	395	1,241
14	1,349	1,489	2,838	1,236	380	1,222
15	1,961	2,225	4,086	1,748	375	1,963
16	2,936	2,869	5,805	2,575	449	2,781
17	2,623	2,638	5,261	1,946	743	2,572
18	4,151	4,306	8,459	3,213	1,106	4,138
19	3,651	4,358	8,009	3,224	1,189	3,596
20	2,476	2,693	5,169	1,918	782	2,519
	42,589	44,372	86,961	33,328	13,550	40,083

This report shows the whole number of children between six and twenty-one years of age to be eighty-six thousand nine hundred and sixty-one, and of this number 38.33 per cent are in the public schools, 15.58 per cent in private schools, and the remainder, 46.09 per cent., are not attending either.

The above school age is fixed by the Public School Law of the State, and as no change in it has been made either by the city or Board, we deemed it proper to have the census taken upon that basis.

It will be observed that a very large per centage is reported as not attending any school, and it might be supposed by some persons that this large number represents an ignorant class of children in our city who are wilfully absent from schools and have received no education.

This opinion is, however, erroneous, for it must be remembered that the average school age is between 6 and 15 years, and that but a small proportion of our pupils, not over four per cent, ever advance beyond the Grammar Schools. This census does not show the number of children between 15 and 21 years of age, but it is fair to estimate it at a considerable proportion of the whole number, and to presume that many of them have already attended school and received the education adapted to their future occupation.

This is the most agreeable and favorable view to take of the subject, but even with this liberal allowance, the census shows that there are many children in our city, who are growing up in ignorance and idleness, and who will necessarily become a curse to the community in which they live. It suggests a subject for the serious consideration of those interested in the future welfare of a class who may exercise

an important and controlling influence in our city, and that they should devise some means for compelling every child to receive the benefit of public or private instruction.

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the support of the schools for this year ending December 31, 1878, were as follows:

City Collector, City Taxes	$366,602 43
State Treasurer for White Schools	141,079 13
State Treasurer for Colored Schools	18,558 44
White Pupils, for use of Books	48,178 61
Colored Pupils, for use of Books	214 80
Interest on Legacy	129 59
	$574,763 00

The amount received from the State Treasurer was $4,236.06 greater than during the preceding year. This fund arises from a tax of ten cents on each hundred dollars of taxable property throughout the State, which is annually levied for the support of the Public Schools, and paid into the State Treasury, and is afterwards apportioned and distributed to the Boards of School Commissioners of Baltimore City and the Counties, in proportion to their population, between the age of 5 and 20 years. The amount thus paid by the city for the support of the schools in the counties is very much greater than the sum it receives as its proportion of the general fund; the amount paid during 1878 being $190,414.41, whilst it only received $159,637.57.

The receipts from pupils for the use of books was $48,-393.41, being $1,063.91 less than during the preceding year. This was, doubtless, owing to the general depression in bu-

siness, which prevented many from paying, who under other circumstances would have cheerfully paid the small charge.

The ordinance of the City Council prescribes that there shall be no charge for tuition in any of the public schools, and that it shall be the duty of the Commissioners to furnish books and supplies of every kind, which shall be paid from the general school fund ; but, each pupil shall pay one dollar per quarter in advance for the use of books, unless his parents is in indigent circumstances, or pupils may furnish their own books if they prefer to do so.

The object of the ordinance was certainly to compel every parent to pay the quarterly fee for the use of books, and thus contribute something towards the support of the schools, unless their pecuniary circumstances were such as to render them unable to do so.

This privilege of exemption from payment has been much misused during the past few years, and many persons have doubtless educated their children free of this charge, who were in good circumstances and able to pay. The only exception to this is perhaps in the English-German Schools, in which nearly all the pupils pay the charge. The Board has made every reasonable effort to correct this wrong, but has not been entirely successful. A difference of opinion exists among the patrons of the schools with reference to the policy and right to make this charge in a system of public education which professes to be free, and efforts have been made to abolish this tax, but without success.

The ordinance of the city conforms to the Public School Law of the State, which authorizes the Boards of County School Commissioners to charge one dollar quarterly for the use of books and stationery ; and, as it yields a considerable

revenue towards the School Fund, and no pupil is excluded by its imposition, we can see no special reasons for the proposed abolition of the charge.

The number of pupils of non-resident parents during the past year was 260, and the amount received from them was $3,191.60, being an increase over the previous year of 23 pupils and $410.60.

The Expenditures by the Board during the last year, on account of current expenses of the schools, and also, by the Inspector of Buildings, for new Buildings and repairs, were as follows:

WHITE SCHOOLS.

Salaries of Officers and Teachers		$446,919 09
Rents of Buildings and Ground Rents		25,766 62
Books and Stationery		36,001 92
School Furniture		6,670 20
Fuel		8,604 21
Heating Apparatus and repairing same		6,388 77
Repairs and cleaning of Buildings and Furniture		5,211 09
Printing, School Supplies and incidentals		6,704 71
Amount current Expenses		$542,266 61
Amount paid by Inspector of Buildings for new Buildings and repairs:		
New Buildings	$29,562 08	
Repairs of old Buildings	26,120 25	
		$55,682 33
Total Expenses for White Schools		$597,948 94

COLORED SCHOOLS.

Salaries of Teachers		$44,184 71
Rents and Ground Rents		3,126 04
Books and Stationery		3,083 75
School Furniture		2,569 63
Fuel		744 66
Heating Apparatus and repairs		2,208 70
Repairs and cleaning of Furniture and Buildings		1,031 10
School Supplies and Incidentals		766 52
Amount current Expenses		$57,715 11
Amount paid by Inspector of Buildings for new Buildings and repairs :		
New Building No. 7	$17.312 17	
Repairs Old City Hall	4,999 80	
		$22,311 97
Total Expenses of Colored Schools		$80,027 08

SUMMARY.

Total Current Expenses of White and Colored Schools	$599,981 72
Total Amount paid by Inspector of Buildings for same	77,994 30
Total Expenses for 1878	$677,976 02

The above statement shows that the amount expended on account of the public schools during the past year was $677,976.02, of which the Board disbursed the sum of $599,981.72 for the usual current expenses which are above

mentioned, and the Inspector of Buildings paid the sum of $77,994.30 for the erection of new buildings and repairs.

The total appropriation made by the City Council for the current expenses of the schools for the year 1878 was $600,000, and at the close of the fiscal year a small balance remained in the hands of the City Comptroller, to the credit of the schools, thus showing that the Board had strictly complied with the ordinance requiring the several Departments of the city to contract no debts beyond the appropriation made

ESTIMATE FOR 1879.

The estimate for current expenses for this year is $621,000, of which $561,000 is for White Schools, and $60,000 for Colored Schools, as follows :

Salaries of Officers and Teachers	$455,000
Books and Stationery	40,000
Rents and Ground Rents	28,000
Fuel	12,000
Furniture	6,000
Heating Apparatus and repairs of same	6,000
Cleaning Houses and Repairs of Furniture	4,000
Printing, Supplies and Incidentals	7,000
Evening Schools	3,000
Colored Schools	60,000
	$621,000

The above estimate is only $21,000 in excess of the appropriation for last year, and has been recommended after most careful consideration of the certain wants of the schools.

The items of the estimate are presented to enable you to see exactly for what accounts it is required, and thus by a comparison with the expenditures of the last year, to judge whether the amount is fair and reasonable.

The amount for salaries is necessarily larger each succeeding year, because of the necessary increase in the number of teachers. By the rules of the Board there shall be a Principal and Assistant in each school where there is an average attendance of sixty pupils, and thereafter for every forty in average attendance, there shall be an additional Assistant. As the annual increase is from 1,000 to 1,500 pupils, it necessarily requires a corresponding addition to the corps of teachers, thus involving an increase in the appropriation for Salaries.

The ground rents are fixed by the leases and cannot be diminished; and books, furniture, fuel and other such things are annually required, and are always obtained at the lowest possible price by proposals and bids. The most rigid economy is exercised in all expenditures, and every reasonable caution is taken to protect the public interest; and yet, there are people who find fault and charge the Board with carelessness and extravagance.

It would be a hopeless task to undertake to remove the suspicions or change the opinions of some of this class of prejudiced critics. They seem to think that no man can accept a public trust and perform its duties without a venal purpose. There are probably but few of the kind who believe the Board would be guilty of corruption or fraud in its expenditures; but, there are many who are ignorant of its powers in this matter, and think that it has much larger privileges than really are conferred or exercised.

In view of this fact, and for the purpose of correcting this erroneous opinion, we repeat what has heretofore been said, that so far as this Board is responsible for the expenditures of the department of public instruction in this City, it is willing to submit to the strictest scrutiny and to be judged by its acts. There is no evasion or concealment of its expenses, and for every dollar spent, there is an approved voucher in the office of the City Comptroller, by whom all bills are paid.

No member of the Board can be interested, directly or indirectly, in any contract for supplies for the use of the schools, and not a dollar is received or paid by him on account of expenses.

All fees for the use of books and income of every kind are received by the Secretary, who promptly returns the same to the City Register. All contracts for the erection or repairs of school houses are made by the Inspector of Buildings, and all payments for the same are made by him, with the approval of the Mayor.

By this system of receipts and expenditures, a double supervision is exercised over this depantment, and every possible protection is given to the appropriations for the use of the schools ; and any citizen can easily ascertain exactly how the public money is expended.

By the existing ordinance there can be no expenditures beyond the appropriation by the City Council, and this operates as a certain check upon any careless or extravagant outlay.

During the past year an effort was made to reduce the expenses of the schools to the lowest possible amount, and an

examination of the items of expenditures will show that the strictest economy was practised consistent with the proper management of the department.

Its annual cost is large, and the appropriation must be liberal for its support, but it must be remembered that it represents a larger constituency than any other connected with the city.

The Board recognizes and appreciates the liberality of the city, and the sustaining power of public sentiment in behalf of the schools, and has sought in every way to act with judicious care.

Mistakes have been sometimes made, and all may not have been accomplished that was intended, yet, good faith and honest intention have always actuated those to whose care the schools have been entrusted.

SCHOOL-BUILDINGS.

During the past year, two new houses have been erected, one for Male and Female Primary No. 6, on Ann street, and the other for Colored School No. 7, on Waesche street, and both are now occupied. By a resolution of the City Council, the Inspector of Buildings was directed to alter and repair the old City Hall building on Holliday street, for the use of Colored Primary Schools No. 1, and these schools are now occupying their new apartments with better light and ventilation and more comfort than they have ever had since their organization.

The contract for the erection of a new house for English-German School No. 3, has been awarded to Messrs. Walsh, at $15,026, which will be completed during this year.

The lot on which this house is to be erected is situate on East Baltimore street, near Aisquith, having a front of 90 feet and a depth of 170 feet, and is subject to the annual ground rent of $1,000. The house will be constructed on the plan of Grammar School No. 6, on Division street, and capable of accommodating 750 pupils. The only regret that we have with reference to this house, is that it will not be large enough to accommodate more pupils than the number already in the old building on Trinity street, and another building will have to be erected for this purpose at an early day.

This expense and trouble could be avoided by the addition of four rooms to the present plan, accommodating 200 more pupils, and yet be within the appropriation of $20,000 made for this building.

Several old houses have been repaired by the Inspector of Buildings to the extent of his appropriation for this purpose, which was not sufficient however, to permit him to do all that was necessary. He has assiduously and promptly worked in this department, and it is to be regretted that he should be so restricted in the amount required for such repairs.

In previous reports we have called your attention to the faulty condition of some of our school houses, and to the absolute necessity for their alteration and repair to secure proper air, light, space and safety to teachers and pupils. We again deem it to be our duty to remind you of the continuance of the evil, and to ask that such liberal appropriation may be made as will enable the Inspector to alter and enlarge the houses that are now unhealthy, unsafe and unfit for school use.

The recent report of Dr. Charles W. Chancellor, Secretary of the State Board of Health, upon the sanitary condition of Male Grammar and Primary Schools No. 1, must have convinced you that the previous reports of this Board upon those and other schools were correct, and that the existing evils should have been removed long ago. The buildings at the northeast corner of Green and Fayette streets, which he has so severely and justly condemned, are types of some others which are used by our schools, in which "the poisoning process goes on day after day." There might be some palliation for the continuance of these evils, if there was no remedy; but, when it is admitted that they might be removed, and the mode is suggested, there certainly can be no reason for failing to act promptly upon such an important matter.

Not only are some of these houses unfit for use for the reasons mentioned, but they are also unsafe on account of insufficient means of ingress and egress.

In our city as well as elsewhere, there have been several fires in the buildings during sessions of the schools; and though no loss of life has occurred, there have been great alarm and personal injury, by reason of the impossibility of rapidly escaping through the single narrow entrance to some of these houses.

In 1874, the City Council appreciated the existing danger and adopted an order directing the Inspector of Buildings to confer with this Board in regard to providing the schools with such additional means of ingress and egress as may be necessary to guard the pupils from danger in case of fire, and also instructed him to examine the different public school

buildings, with a view of ascertaining what alterations should be made for that purpose and an estimate of the cost.

No such examination or estimate was ever made by the Inspector of Buildings, and no special action was taken by the City Council, and most of the houses are in the same condition now as they were when the resolution was adopted.

The matter is again submitted for your consideration, with the hope that some suitable action may be taken to relieve us of the responsibility which may attach by reason of further inattention.

It is certain that the City authorities and the Board of Commissioners would be most severely condemned if, by reason of their failure to perform a duty, any serious disaster should occur in our schools. In such case, the public would probably not properly discriminate, but would attach blame to those who would not really be responsible for the accident.

The general impression in the community is that the Board has the exclusive control in the erection and repair of school buildings, and that it prepares the plans and makes the contracts, and expends the money for that purpose, when, in fact its powers are scarcely advisory, much less controlling. And in this respect, the board has sometimes realized its inability to perform its full duty by reason of its limited powers. The ordinance vests the Inspector of Buildings with full and exclusive power to erect all public buildings, and this board has no right to make the plans of the school houses, or select the architect under whose direction they shall be built. This seems to be an error which might easily be remedied by investing the board with power to determine

what accommodations shall be furnished for our schools, and the plans, size and location of the buildings, and when so determined, the contract and erection of the same shall be under the control of the Inspector of Buildings, whose practical knowledge would enable him to see that the work was properly done.

We present with this report a table prepared by the Secretary of the Board, showing the location of all Public School buildings, size of lots, cost of buildings and date of erection, from which it will be seen that the city now owns 57 school houses, erected at cost of $1,097,194.

SCHOOL HYGIENE.

The subject of health, in its relation to education, is of the most vital importance, both to teachers and pupils, and is now receiving the earnest consideration of those connected with public and private schools.

It is undoubtedly true that the health of many persons is most seriously impaired during their school life, and every effort should therefore be made to remove the causes which produce such results.

The investigations that are now being made by medical men and experts into the sanitary condition of the public schools of many of our large cities, show their general condition to be highly prejudicial to the enjoyment of good health. This results in part from the character of the buildings, which are often constructed with a view to economy rather than health and comfort, and the result is that they have neither the proper space for breathing, nor the necessary room for the comfortable sitting of the pupils.

The necessary consequences of these defects are the overcrowded rooms, and the impure and vitiated air, which destroy the physical and mental power of teachers and pupils.

During the past year, investigations have been made into the hygienic condition of our schools, and the results will hereafter be submitted with proper recommendations for the consideration of the city authorities and the board.

The following communications addressed to the Board, and to the Superintendents and Teachers of the schools, will indicate the character and extent of the intended investigation.

BALTIMORE, May 13, 1878.

To the Board of Public School Commissioners,

Baltimore, Maryland.

GENTLEMEN:

As experience is constantly informing us that the disabilities of physical life frequently have their foundation in school circumstances, the subject of "school hygiene" becomes one of transcendent importance; and as it comes within the sphere of the State Board of Health, I desire to collect and present such facts in reference thereto as shall lead our authorities to an intelligent conviction of what is needed. For this purpose I respectfully ask your permission to visit and inspect the various Public Schools under your control during the ensuing Fall and Winter, with the view of ascertaining their hygienic condition, and of making such suggestions as may contribute to the physical welfare of the teachers and children.

I am, with high respect, your obedient servant,

CHAS. W. CHANCELLOR, M. D.,

Secretary State Board of Health.

OFFICE OF STATE BOARD OF HEALTH OF MARYLAND,

Baltimore, December, 1878.

To the Superintendents and Teachers

of the Public Schools of Baltimore:

I wish to collect information on the subject of "school hygiene," and for this purpose have prepared the following questions, to which I respectfully ask replies, based upon your observation and experience. Accurate information as to the construction, site, drainage and ventilation of the school buildings is especially solicited.

Please forward replies to me as soon as possible, in order that I may incorporate them into a report which I propose to publish, after having thoroughly investigated the subject.

Very truly yours,

CHAS. W. CHANCELLOR, M. D.,

Secretary State Board of Health.

QUESTIONS.

1—Locality and site of building: Is it high, well drained, sunny, and free from nuisance?

2—Construction of building: Material; when erected and at what cost: Present condition of repair: Facilities for egress, &c.

3—Size of building; number of rooms with cubic dimensions of each. Average attendance and age of pupils: Number of pupils in each class room?

4—Size of lot: Is it confined, or are there streets or vacant lots around the boundary wall. Condition as to dryness; paved or unpaved?

5—How is the building heated? Is it well lighted and sunny? Is the ventilation good? Is any dampness ever noticed about the walls or floors? Has the building a cellar, and of what depth? Are the floors paved or cemented; wet or dry? For what purpose is the cellar used?

6—Describe the construction and situation of the water closets or privies? Is there proper provision for both sexes? Are the children exposed to the weather in visiting them? Do any offensive odors ever emanate from them? How often are they emptied and disinfected?

7—Have you been able to trace any ill effects on the health of the pupils to either of the following sources?

(*a*) Over-crowding of pupils?
(*b*) Bad ventilation?
(*c*) Dampness of building or yards.
(*d*) Filthy and ill-managed privies?

8—What diseases have been most prevalent among the pupils? What is your experience in respect to the spread of contagious diseases in school; have they, in your opinion, been spread through the agency of children attending school when contagious diseases exist in their respective families? Are the school rooms ever disinfected after the appearance of a contagious disease in a scholar?

9—What is your opinion in regard to study out of school, in addition to the tasks imposed during school hours? Is a single *long* session different in its hygienic influence from two shorter sessions? What effect have you

observed upon the health of pupils from emulation, anxiety about rank, the influence of confinement, bad air, &c.

10—What opinion does your observation and knowledge lead you to entertain in regard to the supposed injurious effects of the modern school system on the physical development of children? What percentage of pupils receive corporal punishment? What per cent. are "kept in" at recess, or after school, for failure in lessons or misbehavior.

11—Would the co-education of the sexes, within the limits of certain ages, be followed, in your opinion, by improvement in discipline and moral deportment?

12—How can our Schools be modified to improve their hygienic influences?

(*a*) As to tasks and discipline?
(*b*) As to physical condition?

13—Give average of pupils ages.

(*a*) How many between 5 and 7 years?
(*b*) How many between 7 and 9 years?
(*c*) How many between 9 and 12 years?
(*d*) How many between 12 and 15 years?
(*e*) How many between 15 and 20 years?

N. B.—Full and detailed answers to the above questions are earnestly requested, with extended remarks upon any one or more of them, or upon the subject of school hygiene generally.

CONDITION OF THE SCHOOLS.

The character of the work of teachers and pupils during the scholastic year may generally be ascertained from the condition of the schools at the close of that period. If they have been earnest and faithful in the performance of their duties, the result will show an improvement in the instruction, and an increase in the number of pupils.

Whilst this is the general rule and result, there are of course, exceptional instances in which the success is not commensurate with the labor, often owing to the unfitness of teachers for their position and their inability to perform their duties, even though they may be earnest and honest in their purpose. The blame in such cases should not rest as much upon teachers as upon the appointing power which retains persons to do the work for which they have no sufficient qualification. If, therefore, there are some schools in which satisfactory results are not obtained, it must not be attributed to a general defect of the system of instruction, but to its particular weak point, which permits the appointment and retention of incompetent teachers.

The want of proper co-operation on the part of parents with the teacher is also often a cause of the failure of the pupils, who are permitted to absent themselves from school without any reasonable cause. These defects exist in all school systems, and ours is probably not entirely exempt from a common failing.

The general condition of our schools is satisfactory, and a review of the work of the past year shows progress and improvement.

The Superintendent reports that he has made about two hundred official visits to the schools, and has examined the

classes and carefully studied their status, and finds a decided improvement in many schools, both in the character and mode of instruction.

The number of pupils in *Baltimore City College* was 526, being an increase of 137 over the previous year, and the largest number ever enrolled. The percentage of average attendance was 91.9 against 89. in 1877, showing an improvement in this respect.

The total cost was $32,410 16, and the amount received from pupils for the use of books was $2,255 61, the cost of the school being less and the receipts greater than during the previous year.

Most of the pupils are from the Grammar schools, and have passed up from the lower grades, after satisfactory examination ; but, there are also, a considerable number from private schools, who are required to take an examination for admission similar to those from the public schools.

The Collegiate course is now five years, with an advanced grade of study in the graduating class. In consequence of an urgent demand from pupils of the Grammar schools, who desired to receive a higher grade of instruction than was given in those schools, and yet, who did not wish to take the full College course, it was decided to organize an intermediate class. This is two-fold in its character, and intended to accomplish a double purpose—first, to meet the demand on the part of the Grammar school pupils, and, secondly, to elevate the standard of scholarship and graduation in the College. With this view, it was divided into two sections, and made the first year of the College course. The subjects of Book-keeping, Commercial Arithmetic, Business Correspondence, Physics, Physiology, History, Drawing and Penmanship are taught in

that section of the class, for those who only intend to remain one year; whilst the regular studies of the College curriculum are in the other, for those who wish to take the full course to graduation.

At the Annual Commencement, in June last, Diplomas were given to four students who had completed the fifth year course, and Certificates to seventeen who had attended for one year. The number who took the full course was small the first year of its introduction, because most of the members of the class had made business arrangements to leave at the end of the previous four year course, before the fifth was added, and therefore they could not remain longer. The number of graduates of the full course will be thirteen or more this year, and will doubtless increase from time to time hereafter; and, as the experiment of this additional year involves but a small increase in the expenses, it is entitled to a fair trial before it is condemned or abolished.

The teachers are performing their important work faithfully and harmoniously, and the institution is growing in popular favor. The public has always recognized the value of this department of our schools, and the authorities have made liberal provision for its support, as the proper means of securing greater success in the elementary grades. This is a gratifying tribute from the great majority of our most intelligent and useful citizens; and the school can easily bear the unjust criticism of extravagance and failure, which is made by the ignorant and prejudiced, or those who are opposed to higher education in our public schools. The pupils of this school are from every grade of society, and no preference whatever is given to any class, but all receive equal attention.

The *Female High Schools* continue their important work

with great success. The number of pupils during the past year was 792, being an increase of 80 over the previous year, and the attendance has improved. The total cost of those schools was $30,140 00, and the receipts for use of books was $2,502 00, both being less than during the preceding year.

The regular course of study is four years, and the curriculum embraces the following branches:

1.—English and Belles Lettres, Etymology, Grammar, Penmanship, Elocution, Ancient and Modern History, Rhetoric and Composition.

2.—Mathematics, Arithmetic, Algebra, Geometry.

3.—Natural Science, Natural Philosophy, Astronomy, Chemistry and Physiology.

4.—Moral, Mental and Political Sciences, Moral and Mental Philosophy, Political Economy, Constitution of the United States and the State of Maryland.

5.—Vocal Music.

6.—Drawing.

7.—French.

An intermediate course of study, similar to that in the College, was also established for the pupils of the Female Grammar schools and others, who did not wish to take the full course; and instruction is given to the pupils of this class in Book-keeping, English Composition, outlines of History, Physical Geography and Elements of Physics, in addition to a review of the work of the last year of the Grammar School.

These Schools retain the public confidence, and are annually increasing in excellence and numbers. They are the full development of the liberal system in our city, which gives the

same opportunities for educational success to boys and girls, and are an important stimulus to the lower grades of our schools. They are recognized by the public as an essential part of our system, and any effort to abolish them would meet the just and general condemnation of our citizens.

The reports of the Principals show the work of the past year, and commend the fidelity of the teachers and the diligence of the pupils. The Eastern School lost one of its most faithful and successful teachers, by the death of Miss Henrietta R. Brewer. She had been connected with the schools for many years, having passed through the various grades previous to her last appointment, and she had always enjoyed the confidence of the Board, and the esteem of her associates and pupils.

Additional class rooms are much needed in the Western High School; and both schools require a considerable addition to their Chemical and Philosophical Apparatus, and we ask that a special appropriation be made for these purposes.

The *Grammar and Primary Schools* contain a large proportion of our pupils, and therefore receive the special care and attention of the Board.

The number in the Grammar Schools during the past year was 9,983, and in the Primary Schools was 15,680, being more than 70 per cent. of the whole number of pupils. The above statement refers only to the schools for white children; and, if to these be added the pupils of the Colored schools, all of whom are in these grades, the proportion will be considerably increased.

The total cost of the Grammar Schools was $189,181 61, and the receipts for use of books was $18,015 32; and the cost of the Primary Schools was $211,946 30, and the receipts for books was $15,043 77.

The Committee on Grammar Schools report that "during the year 1878 the work of the schools has progressed with great earnestness, on the part of the teachers, and in general, with satisfactory results, as far as the pupils are concerned. Increased attention has been devoted to the study of composition, and to the practical study of language, as well as to technical grammar. The arithmetic instruction has been satisfactory, the classes showing decided proficiency in the mechanical operations, and a fair knowledge of the *rationale* which underlies the mechanical process. Reading has been cultivated with more care than in former years, and has become a study, instead of a perfunctory exercise."

The Primary Schools are placed under the special charge of the Assistant Superintendent, who visits them daily, and examines the classes and assists the teachers in their work.

His report furnishes interesting information with reference to these schools, and contains valuable suggestions for their future improvement. He properly thinks that it is the part of wisdom in providing for the educational wants of the community, to make these schools as efficient and attractive as possible, and suggests that "this class of schools is not so well provided for in respect to teachers, buildings, or equipments, as the other schools of the system." If this discrimination against this grade exists, it should be promptly removed, so that they may have equal facilities with the other parts of our system. We recognize the value and importance of these schools as the foundation of our system of instruction, and feel that they are entitled to the services of well qualified and experienced teachers, and to the use of such comfortable buildings, and other appointments, as will best promote their interest and full success.

There are five *English-German Schools*, containing 3,188 pupils, under the charge of 75 teachers, with percentage of attendance 91.40. The cost of these schools was $52,510 22, and the amount received for use of books was $9,362 51; the total number of pay pupils being 2,866, and of free pupils only 322.

The character of these schools ought to be well known to our citizens, from the frequent public discussion with reference to their purpose and results; and yet, there seems to be considerable ignorance, or willful perversion concerning both.

They were established in 1874, in pursuance of the action of the City Council, directing the Board to inquire into the expediency of introducing the German language into the Public Schools of our city. It was deemed inexpedient to introduce the study into all the grades of the schools, or to make it obligatory upon all pupils; and the present mode of instruction was adopted as best calculated to subserve the desired object.

Several schools were opened in different parts of the city, in which the German language is taught simultaneously with the English, and the attendance is voluntary. The benefit resulting from this plan is two-fold; first, to the children of English parents who wish to obtain a knowledge of the German language for business purposes, and second, to the children of German parents who desire instruction in the English. Every pupil devotes a portion of each day to both languages, and instruction is given in all the branches taught in the other schools; and, by this parallel course of study, they obtain a more liberal and useful education than if they were limited to but one language.

New buildings are much needed for Schools number 2 and

number 4, which now occupy houses unsuited for school use, and unsafe in case of fire; and we therefore ask that an appropriation be made for this purpose.

There are 13 *Colored Schools*, containing 3,833 pupils, under the charge of 80 white teachers, being an increase of 611 pupils and 14 teachers over the previous year.

The cost of the schools was $57,715 11, and the amount received for the use of books was $214 81, there being only 114 pay pupils.

These schools are classified in the same manner as those for white children, and instruction is given in the grammar and primary grades. The irregular attendance of pupils is the principal obstacle to their more rapid progress, and the teachers perform their work under many difficulties. Many parents, however, seem to appreciate the opportunity thus afforded for the education of their children, and the reasonable success of these schools furnish a strong argument in favor of making liberal provision for their support. Although they may not have accomplished all that was desired, yet they are undoubtedly of great benefit to those for whom they were established, as well as the community generally. Our duty is to furnish them with good teachers, good houses, and the other necessary equipments for school use, and so enable them to obtain the education adapted to their wants.

We have seen no good reason for a change at this time of the policy originally adopted, of placing these schools in charge of white teachers. If, hereafter, a sufficient corps of competent and faithful colored teachers can be obtained, to give instruction in all these schools, it may then be our duty to comply with the request which is now premature. In the meantime, the Committee and Superintendent will examine

all candidates who are seeking those appointments, and will give them a certificate of qualification, if their examination is satisfactory.

There were 8 *Evening Schools* opened during the first part of the year, containing 1,154 pupils, but the Board was compelled to close them in March, in consequence of a want of funds to pay salaries and other necessary expenses. Applications were made by many persons to re-open them in October, but we were unable to do so for the reason mentioned. We have asked an appropriation for this purpose for this year, and hope that a sufficient amount may be granted to enable us to comply with this reasonable request of many who are unable to attend the day schools.

This summary of the general condition of the schools shows the kind and amount of work done, and the cost of each department. If progress has been made, it must be largely attributed to the fidelity and energy with which the teachers have performed their work. We ought to employ good teachers, and pay them liberally for services well and faithfully rendered. This is a wise and judicious policy, and is true economy.

The subject of the reduction of salaries has been considered during the past year, and after a full examination, it was deemed inexpedient to recommend any change. The present schedule was adopted several years ago by the Board, and approved by the City Council, and we could see no good reason for making a further reduction at this time.

The teachers are annually elected in the month of June, and the object of this rule is to enable the Board to dispense with those who are incompetent and inefficient, at the end of the scholastic year. The policy of this rule, which exists else-

where, as well as in this city, has been seriously questioned by prominent educators who have had the opportunity of seeing its injurious effects upon teachers and schools. It is undoubtedly true that the tenure of the teacher's office should be so secure that he might feel that he could not be removed, except for incompetency or neglect of duty. If he has successfully and satisfactorily passed the probationary tests, and is faithfully performing his work, he ought not to be harassed by the fear of removal for other causes. This is, however, one of the results of the system of annual elections; and the best and most conscientious teachers, who are often the most sensitive, are thus worried, and sometimes impeded in the performance of their duties. Nor does this rule always accomplish the intended object of removing unworthy teachers, for they often succeed in retaining their places, though the opportunity is presented for their easy removal. A difference of opinion upon this subject exists in the Board, and no change, therefore, has ever been made in this rule.

During the past year there were two regular, and four special, examinations of applicants, and 182 were examined. Of this number 15 passed as principals, 7 as first assistants, and 58 as second assistants, making a total of 80 successful candidates, being about forty-five per cent. of the whole number which applied.

The number of applicants for appointment is far in excess of the demand, and many, therefore, who pass the examination and receive certificates are unable to obtain positions in the schools. The general discipline of the schools is good. The right of corporal punishment is retained and vested exclusively in the principals, who are authorized to administer it, for proper cause, in their discretion. Public opinion varies so

much upon this subject, and parents of children differ so entirely, as to the policy of inflicting punishment in the schools, that it would be impossible to adopt any rule which would meet unanimous approval. We think that we have adopted the true policy in this vexed question, by leaving this restraining power in the hands of the principals, with the belief that it will be exercised only in cases of absolute necessity, and, then, with proper moderation. They are required to make biweekly reports to the Superintendent, of all cases of punishment, giving the name of the pupil and the date and cause of its infliction; and from them we learn that most of the schools are controlled by other means, and without resorting to corporal punishment.

Our system is conducted upon the plan of separate instruction of boys and girls in different schools, and we have not made the experiment of the co-education of the sexes, except in three or four schools, which occupy rented houses without the necessary rooms for a division of the classes. There is a difference of opinion among prominent educators, as to which plan accomplishes the best results, and each has earnest advocates, who assign apparently good reasons for their respective preference. Whilst disposed to adopt every improvement which may be suggested by the experience of others, we prefer, for the present, to adhere to the old plan, until fully satisfied that the change will be beneficial to our schools.

The physical education of the children has not been overlooked, but a portion of each day is devoted to bodily exercise in all the schools. Good scholarship is compatable with good health, and both may be secured by the adoption of proper sanitary rules in connection with study. With this view a system of calisthenic exercises has been introduced in the

schools, which will undoubtedly be beneficial to the health of the pupils, without reducing the standard of their instruction.

A battalion has been organized by the pupils of Baltimore City College, which has justly elicited the encomiums of the public for its superior drill and fine military appearance.

It will be of great service to its members by adding to their physical strength and improving their general health.

Music and Drawing continue to be taught in the schools at a moderate cost. Most of the teachers have acquired sufficient knowledge of those branches to enable them to instruct the children, and it is probable that, at an early period, we may be able to dispense with the professional services of several of the special teachers now employed.

We regard these branches of education not only as ornamental, but of great practical value, and think they are proper to be taught in the public schools.

NORMAL CLASS.

In previous reports the Board has expressed its appreciation of the importance of Normal instruction to those who desire to become teachers in our schools.

The success of every system of schools, public and private, depends more upon the character and capacity of the teachers than upon the books or buildings, or other appointments. If they are cultured and capable of properly imparting knowledge, they will certainly improve the schools; but, if deficient in these essential qualifications, their labor will be a failure, and result in the injury of their pupils. The education received in the High Schools is certainly of a high order, and calculated to develop the cultured woman, but it does not furnish all the

requisites for a good teacher. Preliminary training and probationary tests are absolutely necessary, and should always be required before the permanent appointment of a teacher.

The Normal Class was organized for the purpose of giving instruction in the theory and practice of teaching, and is under the supervision of an experienced teacher, with a corps of competent assistants. His report shows that there were 132 pupils during the past year, and their good attendance and increasing interest indicate a desire for a better knowledge of their future work.

The time devoted to this class, however, is too limited to accomplish all that is desirable, and it is hoped that this obstacle may soon be removed by the organization of a Normal and Training School, in which the full course of instruction and practice will be given to all who intend to become teachers.

TEACHERS' ASSOCIATION.

The association of teachers for their mutual improvement must necessarily be productive of benefit to themselves and the schools. They often differ in opinion with reference to books and discipline, and the proper management of schools; and it is therefore proper that they should meet for the purpose of comparing views, and giving to each other the benefit of their varying experience. By this practice the strong may help the weak, and the inexperienced teachers may receive the information and aid so often needed.

The best and most successful teachers are always willing to engage in this work, because they appreciate its value and necessity, whilst the superficial class neglects or refuses to cooperate, because it assumes to know sufficient, and requires no additional knowledge.

The teacher who feels that there is a limit to professional culture and training, and that he has attained that position, is in a dangerous condition, and is likely to become a serious hindrance to successful school work.

We commend Teachers' Associations and their work to all those who desire honor and advancement in their profession.

The Central Association continues its organization, and holds monthly meetings, with appropriate discussions, lectures, and other exercises, and is effecting beneficial results.

The Eastern Association, composed of female teachers, continues its useful work. It has organized classes for special instruction in Latin and German under the charge of Professor Maupin and Professor Raddatz, and in Arithmetic, English Grammar, and other branches, under the direction of experienced teachers, who render their gratuitous services to the younger members of the Association. The Superintendent has rendered his valuable assistance in sustaining this good work, which is worthy of imitation in other sections of our schools.

In addition to these, another important Association, called "Beneficial Association of Teachers of the Public Schools of Baltimore City," has been organized for the pecuniary benefit of teachers. Its object is "to provide a fund for the benefit of those members who, through sickness or other personal disability, are prevented from active discharge of school duty; and, also, upon the death of any member, to provide a sum of money for the benefit of the family, widow, children, or legal heirs of the deceased," in the manner mentioned in its constitution. The membership is limited to Public School teachers of the city, who are entitled to join upon the payment of an initiation fee of $5, and an annual subscription of $3 thereafter;

and who, in case of sickness or accident, receives a liberal weekly allowance during their absence from school. In case of the death of any member, the sum equal to one dollar for every member is paid to the family of the deceased within sixty days after death.

The benefits of this Association are so apparent as scarcely to require a comment. It provides the means for a disabled teacher to pay a substitute during absence from school, and thus relieves the anxiety which many feel under these circumstances.

The Associations of Principals of Grammar Schools, and of the Teachers of English-German Schools, still continue their meetings, and are of special service to those connected with those schools.

We hope that all these Associations may continue their work with great success, and that every teacher in our schools may feel it a duty to encourage them by membership and attendance.

PUBLIC SCHOOL LIBRARY.

During the past year the Library has been under the charge of Prof. N. H. Thayer, who has been relieved of his classes in Baltimore City College, and now devotes his entire time to this department. He has carefully prepared a catalogue of all the books, classified according to authors and subjects, and has otherwise increased the facilities of the Library. As it was only established recently, and but two appropriations have been made for the purchase of books, the number is yet small; but their selection has been made by the Superintendent with judicious care and taste, and each department embraces the best authors.

The value of a free library for the use of teachers is universally recognized, and in other cities where they have been long established, an annual appropriation is made for their extension. Our object has been to furnish the teachers with the opportunity for thorough study and general culture, and thus directly increase their knowledge and efficiency, and so promote the general welfare of the school.

The Librarian reports a growing interest and appreciation on the part of the teachers, most of whom are enrolled as regular readers, and we hope that the appropriation this year may be sufficiently large to enable us to apply a portion of it to the purchase of additional works for their use.

COMMISSIONERS AND THEIR DUTIES.

The term of office of some of the present Board will soon expire, and they will cheerfully surrender their honors and burdens to their successors. The position is one of trust and great responsibility, and they who may have the future control of the public schools of our city will find much to enlist their earnest attention. Commissioners are invested with large powers, and control one of the most important interests in our community; and they should, therefore, be men of intelligence, probity and fitness for the office. They should not be appointed from sectarian or political motives, but solely because they are true friends of public education, and are competent and willing to perform their duties. The great increase in the number of schools and pupils during the last few years has necessarily involved increased supervision, and these duties have not only become more numerous, but sometimes onerous. This increasing responsibility and labor have so much interfered with the business time and relations of some of the members of the

Board that several have been compelled to resign their positions. It is probable that you will soon be called on to consider whether some other method of appointment and supervision may not be adopted, by which the labors of the Commissioners may be lessened without interfering with the continuing success of the schools.

We realize that our work is now often imperfectly performed, and that our system of instruction may be improved. Each succeeding year reveals some error of the past. There must necessarily be educational experiments so long as such a difference of views prevails among educators as to the proper mode of securing the best results. Our object has been to remove existing errors as rapidly as circumstances will permit. For this purpose we have cordially solicited the advice and assistance of the friends of public education, and have often been benefitted by their judicious counsel. But, whilst thus aided by friends, our system and its management have been subjected to the scurrilous and unjust assaults of their enemies. These wanton assaults on the public schools have been promptly and severely repelled by the influential and intelligent portion of the press of our city, and we acknowledge its valuable assistance in promoting and protecting this interest.

During the past year the members of the Board have been personally subjected to vexatious litigation in the performance of their official duties, and have been compelled to respond to suits for damages against them for doing what they considered to be a public duty. The nature of these proceedings are well known to the authorities and the public, and it is unnecessary now to present any further statement with reference to their object or results.

The recurrence of these difficulties may be partially obviated

in the future by an ordinance authorizing the Board to become incorporated under the general laws of the State, and thus to enable it to make and execute necessary contracts, and to defend all claims and suits in its coporate capacity.

In concluding this report of the Schools for the past year, we acknowledge the official and personal courtesy and aid tendered to this department by the Mayor and other officers of the city with whom we have had business relations; and express the hope that the same confidence and support may be continued during the year upon which we have just entered.

JOHN T. MORRIS,

President.

Table.

TABLE

Containing the Location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

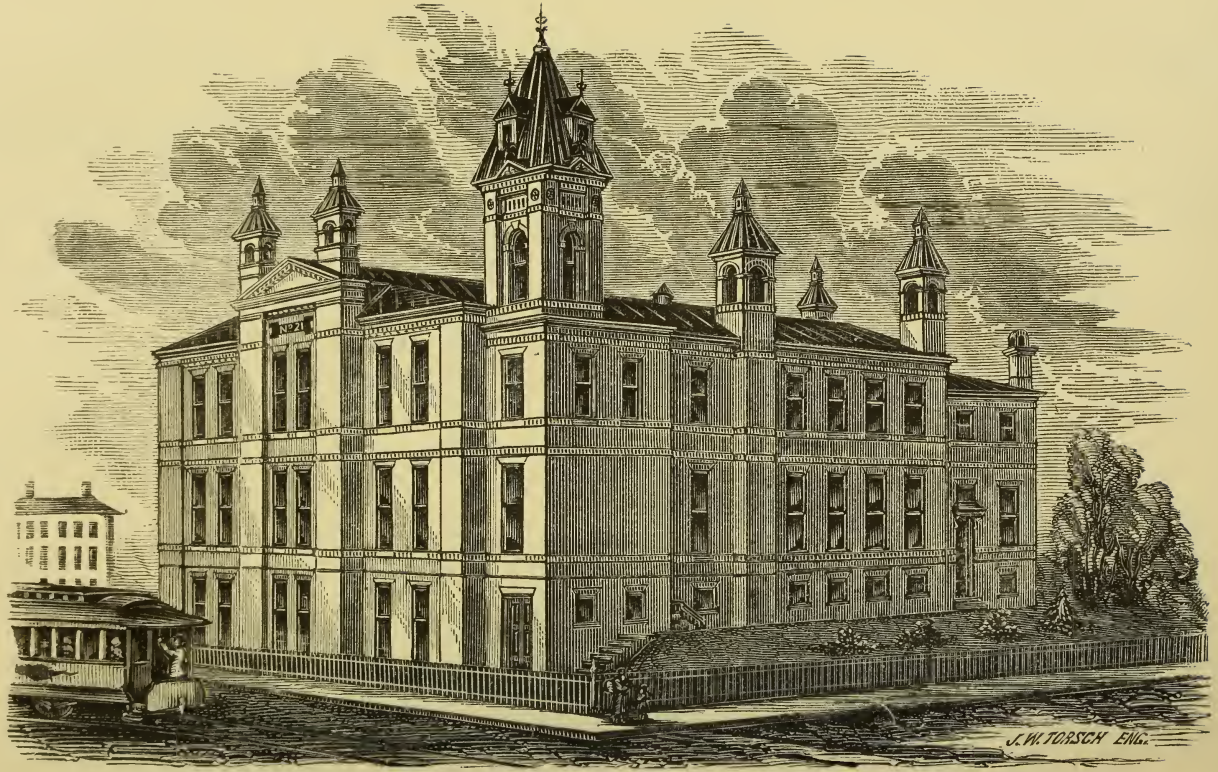
Schools.	Location.	Size of Lot.	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
Balto. City College...	Howard street, opposite Centre.....	120x200	100x162	$3,600 00	$134,000	1874
E. F. High School...	Aisquith and Mullikin streets	102x216	102x91	540 91	97,805	1868
W. F. High School..	Fayette street, near Paca.....	98x144	77x132	1,188 00	60,000	1858
Male Grammar No. 1.	N. E. corner Fayette and Green streets....	91²′x102	50x75	354 00	9,000	1832
Female Gram. No. 1.	S. W. corner Fayette and Green streets....	77⁶′x170	50x130	1,094 75	29,520	1875
Grammar No. 2.....	S. W. corner Broadway and Bank streets..	100x141	52x72	244 44	10,000	1834
" " 3.....	West side High street, north of Fayette....	80x167	50x145	918 00	28,863	1875
" " 4.....	East side Sharp street, near Montgomery..	100x155	56x85	600 00	20,000	1869
" " 5.....	S. W. cor. Greenmount ave. and Eager st..	66x150	55x100	600 00	17,000	1872
" " 6.....	N. E. side Division street, near Lanvale...	104²′x171³′	55x120	800 00	28,338	1877
" " 7. ...	S. E. corner Chesapeake and Hudson sts..	80x100	32x50	In fee.	4,000	1853
" " 8.....	N. side Hollins street, near Fulton.....	139x129		700 00	19,512	1877
" " 9.....	E. side Courtland street, near Saratoga....	90x90	44x90	In fee.	18,350	1868
" " 10.....	S. E. corner William and Warren streets..	70x140	44x103	175 00	17,900	1850
" " 11.....	N. W. corner Jefferson and Bond streets...	70x104	44x63	In fee.	10,000	1845
" " 12.....	S. side Ridgely street, near Fremont.....	124¹′x155	73x125	620 67	29,265	1877
" " 13.....	E. side Aisquith street, near Mullikin.....	55x180	44x100	25 00	20,000	1870
" " 15.....	E. side Carrollton ave., near Lexington st..	88x160⁴′	48x120	400 00	25,000	1860
" " 17.....	E. side Washington street, near Fayette...	93x134	52x67	372 00	17,000	1871
" " 18.....	N. side Mulberry street, near Fremont.....	87⁸′x134	54x85	350 67	20,000	1868
" " 19.....	E. side Park avenue, near Preston street...	91⁶′x150	68x103	549 00	32,000	1869

" " 20.....	N. W. corner of John and Eden streets....	100x176	51x145	480 00	32,000	1868
" " 21.....	N. E. corner Presstman and Gilmor streets.	102^{5}'x116^{4}'	55x90	620 00	19,741	1876
English-Ger. No. 1..	E. side Druid Hill avenue, near Biddle st..	75x100	44x100	150 00	15,000	1841
" " 3..	N. side Baltimore street, near Aisquith....	90x170	54x118	1,000 00	15,026	1879
" " 4..	S. E corner Bond and Chew streets.....	80x80	34x50	130 00	8,000	1864
" " 5..	W. side Fremont street, near Lombard....	74x150	44x65	In fee.	10,000	1843
Primary No. 2.....	N. E. corner Gough and Stiles streets.....	75x92	44x68	250 00	10,000	1854
" " 4.....	N. E. corner Hanover and Lee strets.....	80x76^{6}'	52x76	210 00	10,000	1834
" " 5.....	S. E. corner Broadway and Chew street...	120x120		600 00	18,791	1876
" " 6.....	E. side Ann street, near Canton avenue...	65x140		112 50	14,831	1878
" " 7.....	N. side Mullikin street, near Aisquith.....	74x80	45x65	In fee.	6,000	1864
" " 8.....	E. side Caroline street, near Lombard.....	57x92^{6}'	32x50	171 00	3,000	1855
" " 10.....	N. side Hollins street, near Schroeder.....	60^{8}'x134		200 00	5,000	1855
" " 11.....	N. E. corner Pierce and Schroeder streets..	60x100	34x75	180 00	8,000	1854
" " 12.....	S. W. corner Barre and Warner streets....	65x118	47x84	268 00	18,000	1870
" " 13.....	N. side Jefferson street, near Caroline.....	83^{6}'x80	32x80	200 00	6,000	1855
" " 14.....	E. side Eutaw street, near Preston.....	45x150	33x60	200 00	6,000	1855
" " 15.....	S. W. cor. Saratoga st. and Carrollton ave..	100x150	54x72	700 00	22,800	1872
" " 16.....	N. E. cor. Harford avenue and Chew street	105x158	56x113	792 00	21,451	1876
" " 17.....	S. W. corner Light and Poultney streets...	63x94		217 00	10,000	1875
" " 18	E. side Argyle avenue, near Lanvale street	60x140	45x50	195 00	7,000	1858
" " 21.....	E. side Pennsylvania ave. cor. Robert street	79^{6}'x155	50x80	320 00	18,500	1869
" " 22.....	S. side Ramsay street, near Scott.....	71x128^{6}'	45x75	177 50	11,000	1855
" " 23.....	N. E. corner Gough and Wolfe streets.....	75x95	35x50	150 00	5,000	1852
" " 25.....	W. side Caroline street, near Bank.....	76x90	45x65	134 00	5,000	1867
" " 26.....	N. side Orleans street, near Bond.....	84x75	50x65	126 00	15,000	1874
" " 27.....	S. W. corner Fayette and Chester streets..	92x120	48x67	275 00	18,000	1869
" " 28.....	N. W. cor. Battery avenue and Clement st.	75x82	43x56	270 00	12,000	1869
" " 29.....	N. side Hill street, near Sharp.....	48x90	34x50	192 00	6,000	1854
" " 30.....	N. side Hollins street, near Fulton.....	150x129^{6}'	55x72	750 00	15,618	1874
Col'd Grammar No. 1	N. side Saratoga street, near St. Paul.....	30x193		600 00	2,000	1874
Col'd Primary No. 1	E. side Holliday street, near Lexington....			153 00	10,000	
" " " 2	E. side East street, near Douglas.....	75x105		25 00	14,809	1874
" " " 3	S. E. corner Howard and Montgomery sts..	50x104		120 00	10,000	1872
" " " 5	S. side Eastern avenue, near Broadway....	51x60		93 75	3,000	

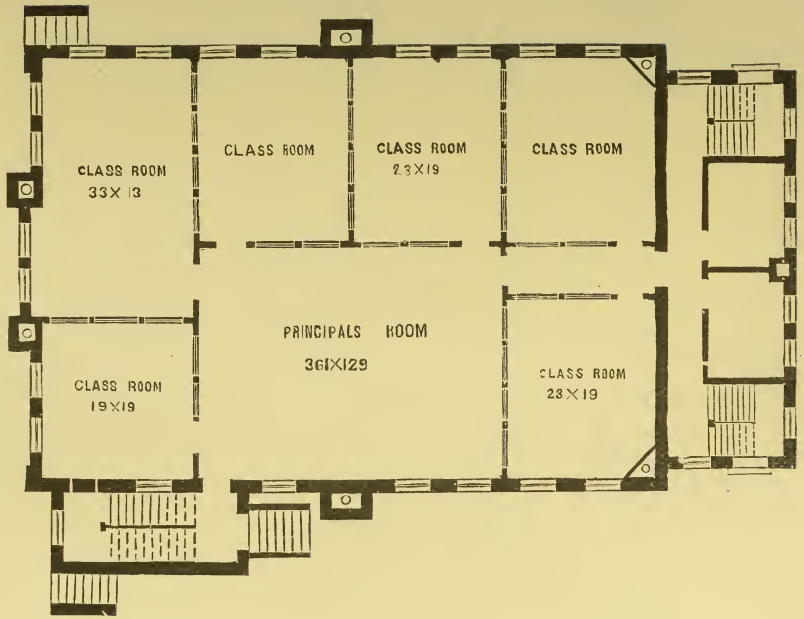
TABLE

Containing the Location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

Schools.	Location.	Size of Lot.	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
Col'd Primary No. 6	N. side Barre street, near Eutaw	60x112	40x80	300 00	15,000	1854
" " " 7	N. side Waesche street, near Fremont	143^{9}/$_{11}$x120		480 00	22,074	1877
RENTED.						
Female Gram. No. 16	Locust Point		Rented.	150 00		1852
English-Ger. No. 2	174 Hamburg street		"	900 00		1875
" " 2	St. Stephen's Church		"	300 00		1877
" " 3	Trinity street, near Exeter		"	1,000 00		1875
" " 4	382 N. Broadway		"	420 00		1878
F. Primary No. 32	Chesapeake street, near Hudson		"	144 00		1877
Colored No. 4	Biddle street, near Pennsylvania avenue		"	1,000 00		1877
" " 4	Orchard street		"	180 00		1878
Vacant lot	Green street, near Pratt		Leased.	500 00		1866
"	Corner Eastern avenue and Burke street		"	350 00		1876
	Total ground rents			$24,824 19		
	Total value of buildings, actual or estimated				$1,097,194	
	Total amount of rents			$4,094 00		



Male and Female Grammar School, No. 21, Cor. Gilmor and Presstman Streets.



Ground Plan of No. 21.

REPORT

OF THE

COMMITTEE ON ACCOUNTS,

TO THE

Board of Commissioners of Public Schools.

Your Committee on Accounts would respectfully report that they have carefully examined the accounts of the Secretary of the Board; compared them with the annual statements of the Principals of the several schools, and find that said accounts are entirely correct.

The Secretary has received from the several schools of all grades, during the fiscal year ending December 31st, 1878, for the use of books the aggregate sum of $48,393.41, all of which has been duly returned to the City Register, who has receipted for the same.

G. S. Griffith, Jr.,
Jno. L. Lawton,
Wm. M. Ives,
Wm. C. Atkinson,
H. B. Roemer,
Committee.

TABLES.

Showing the itemized Expenditures for each of the Several Schools, the total Expenditure for each, and the amount received from each School for the use of books.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
General Expense.....	$15,357 00	$166 88	1,538 26	1,758 67	$8 00	$216 60		4,006 18	$23,051 59	
Baltimore City College.	25,386 00		2,038 90	3,600 00	171 43	414 00	314 50	485 33	32,410 16	2,255 61
East Fem. High School..	11,838 00	128 94	947 98	540 91	80 09	45 20	188 80	359 30	14,129 22	955 00
West. " " "	12,912 00	50 00	1,145 09	1,188 00	55 09		314 50	346 10	16,010 78	1,547 00
Male Grammar No. 1..	5,513 00	130 60	698 69	177 00	75 77	12 45	83 83	174 80	6,866 14	797 75
" " " 2..	5,088 50	18 00	594 42	122 22	53 19		126 70	13 50	6,016 53	577 00
" " " 3..	4,052 00	17 50	423 26	225 00	22 15	20 40	92 40	7 95	4,860 66	425 00
" " " 4..	4,570 50	71 46	434 87	300 00	31 60		82 72		5,491 15	516 00
" " " 5..	3,717 10	63 64	266 69	300 00	38 75	32 75	41 72	33 20	4,493 85	158 00
" " " 6..	5,418 00	1 75	410 22	400 00	42 52	59 30	232 45		6,564 24	1,268 00
" " " 7..	2,703 50	14 25	258 45		24 26	8 00	25 20		3,033 66	170 00
" " " 8..	4,944 25	43 58	579 43	350 00	36 18		117 75	8 25	6,079 44	517 00
" " " 9..	3,837 00	91 60	290 50		52 28	2 90	78 60	5 00	4,357 88	400 00
" " " 10..	4,442 00	70 50	507 45	87 50	84 30	91 75	86 55	7 99	5,378 04	243 07
" " " 11..	4,385 90	23 79	420 11		19 48	7 00	97 60	1 50	4,955 38	298 00
" " " 12..	4,971 25	17 47	592 69	310 50	92 65	300 30	163 45	83 28	6,531 59	271 10
" " " 13..	4,347 00	39 05	361 92	12 50	69 57	89 40	75 55		4,994 99	433 30
" " " 15..	5,970 70	148 46	1,083 51	200 00	83 71	512 80	103 25	7 25	8,109 68	1,122 00
" " " 17..	4,282 50	24 00	503 10	186 00	54 32	26 00	55 25		5,131 17	520 58
" " " 18..	4,112 00	21 00	393 26	175 33	48 30	3 50	99 30		4,852 69	339 00
" " " 19..	3,690 10	40 63	445 39	137 26	54 17	20 40	70 30	44 73	4,502 98	687 50
" " " 20..	4,406 00	50 58	639 85	120 00	71 11	24 70	44 68		5,356 92	341 00
" " " 21..	4,065 00		324 27	310 00	51 62	19 25	104 40		4,874 54	647 78

English-German No. 1.	7,532 00	60 25	610 89	240 00	122 28		194 30	0 50	8,760 22	1,163 00	
" " " 2.	8,529 15	110 78	554 24	1,175 00	92 53		105 51	9 55	10,576 76	2,129 00	
" " " 3.	10,005 00	84 30	732 33	1,000 00	25 00	14 00	122 43	53 27	12,036 33	2,581 51	
" " " 4.	8,086 50	60 20	924 76	435 00	51 71	4 05	141 90	8 50	9,712 62	1,807 50	
" " " 5.	9,385 70	359 95	883 02		343 02	241 05	209 55	2 00	11,424 29	1,681 50	
Saturday Normal Class.	824 00		17 23						841 23		
Female Grammar No. 1	5,659 00	19 21	613 33	547 38	43 33		92 70	15 78	6,990 73	1,345 16	
" " " 2	4,026 10	40 90	737 08	122 22	47 59	8 10	126 20	16 46	5,124 65	379 00	
" " " 3	3,193 00		343 32	225 00	9 90	11 50	86 40	16 00	3,885 12	365 50	
" " " 4	3,985 25	42 27	297 13	300 00	28 78	36 00	81 84	7 00	4,778 27	519 50	
" " " 5	3,362 90	70 32	469 96	300 00	36 00		35 00	9 00	4,283 18	149 50	
" " " 6	3,750 50	3 45	255 20	400 00	42 00	111 25	230 25	79 50	4,872 15	734 12	
" " " 8	3,994 25	30 23	607 51	350 00	32 88		111 30	3 50	5,129 67	512 75	
" " " 9	2,661 00	51 81	416 77		40 87	13 00	72 70		3,256 15	226 75	
" " " 10	4,042 50	82 70	392 19	87 50	50 21	230 00	91 35	41 35	5,017 80	296 50	
" " " 11	3,603 00	18 00	378 88		18 60	8 00	91 30		4,117 78	264 50	
" " " 12	3,527 00	5 50	410 64	310 17	92 65	446 20	162 55	69 21	5,023 92	233 00	
" " " 13	4,618 00	54 00	491 83	12 50	66 49	8 00	72 30	4 50	5,327 62	709 00	
" " " 15	4,107 30	95 14	476 28	200 00	83 00		97 30	7 00	5,066 02	748 00	
" " " 16	1,651 00	32 30	121 12	150 00	18 05		28 10		2,000 57	85 50	
" " " 17	3,992 00	105 22	576 12	186 00	107 36	8 00	51 56	5 60	5,031 86	627 66	
" " " 18	3,466 50	26 38	215 00	175 34	48 00		87 30	6 00	4,024 52	442 50	
" " " 19	3,038 20	49 07	267 82	137 26	44 92	7 00	61 20		3,605 47	647 50	
" " " 20	3,942 50	54 50	511 22	120 00	60 36	60 80	53 17		4,802 55	238 00	
" " " 21	3,541 60	20 35	351 53	310 00	48 77	14 00	96 40	9 40	4,392 05	758 20	
Male Primary No. 1....	4,985 80	69 73	256 99	177 00	90 00	102 40	66 22	20 00	5,768 14	816 50	
" " " 2....	2,234 50	39 74	116 80	125 00	42 00	29 10	75 45	6 45	2,669 04	61 79	
" " " 3....	3,228 00	9 50	235 71	234 00	32 52	10 80	92 40	17 75	3,860 68	276 50	
" " " 4....	3,192 00	53 53	221 90	105 00	45 71	22 90	59 76		3,700 80	351 25	

TABLES—(Continued).

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
Male Primary No. 5....	4,577 20		224 46	300 00	124 15		76 00	5 60	$5,307 41	96 00
" " " 6....	3,274 00	147 15	204 65	56 25	294 28	828 75	120 70	124 50	5,050 28	356 81
" " " 7....	2,708 00	57 55	71 14		61 57	102 65	61 25		3,062 16	205 25
" " " 8....	2,702 00	26 66	140 69	85 50	41 80	152 60	32 04		3,181 29	139 00
" " " 9....	1,724 50	23 75	143 27		35 97	67 30	77 60		2,072 39	65 25
" " " 10....	3,188 50	53 30	148 76	100 00	59 11	284 40	27 00		3,861 07	90 25
" " " 11....	2,613 50	24 00	104 50	90 00	51 58		44 85		2,928 43	153 95
" " " 12....	3,138 00	24 16	167 13	134 00	57 49		40 85	15 10	3,576 73	215 58
" " " 13....	2,714 50	33 55	168 96	100 00	26 35		28 00		3,071 36	69 00
" " " 14....	3,190 50	42 75	215 08	100 00	55 88	44 80	66 70	33 37	3,749 08	548 75
" " " 15....	4,582 50	77 95	266 64	350 00	44 24	3 60	102 95		5,427 88	690 50
" " " 16....	3,556 20	54 70	131 27	396 00	21 30	32 00	68 75	37 65	4,297 87	123 00
" " " 17....	4,053 50	23 45	153 08	108 50	80 13		62 90		4,481 56	212 00
" " " 18....	2,260 00	72 87	178 62	97 50	47 97	126 10	42 45		2,825 51	460 50
" " " 19....	2,154 25	21 00	144 09	137 26	61 32	4 20	69 05	47 00	2,638 17	190 50
" " " 20....	3,599 90	41 76	162 19	120 00	72 88	40 50	53 17	3 50	4,093 90	321 75
" " " 21....	3,287 00	144 91	149 05	130 75	59 47	26 85	110 46		3,908 49	315 15
" " " 22....	3,023 30	33 45	135 90	88 73	85 99	5 40	38 40	15 25	3,426 42	70 50
" " " 23....	3,171 00	64 69	242 65	75 00	46 55	66 70	8 68	13 75	3,689 02	327 49
" " " 25.. .	2,167 90	21 12	111 14	67 00	52 20		74 55	5 60	2,499 51	99 50
" " " 26....	2,718 00	18 10	122 18	63 00	14 20				2,935 48	200 60
" " " 27....	3,079 20	31 17	131 93	137 50	43 36	125 30	51 80	2 75	3,603 01	351 69
" " " 28....	3,084 40	55 40	96 06	135 00	52 38	2 00	59 60		3,484 84	47 00
" " " 29....	2,231 00	21 88	66 00	96 00	31 30		34 18		2,480 36	56 25
" " " 30....	3,219 08	18 81	225 22	375 00	87 88		86 81		4,012 80	292 07

Female Primary No. 1.	5,679 00	3 50	210 52	547 38	43 00		86 20	20 27	6,589 87	1,086 33		
" " " 2.	2,234 50	28 30	184 88	125 60	51 33	11 50	75 15		2,710 66	66 00		
" " " 3.	3,181 80		209 77	234 00	32 50	5 40	86 40	14 77	3,764 64	323 40		
" " " 4.	3,049 65	49 38	127 27	105 00	40 00	7 00	45 75		3,424 05	371 75		
" " " 5.	4,341 80	1 95	138 21	300 00	134 75	10 80	79 50	9 95	5,016 96	163 00		
" " " 6.	3,260 50	126 47	162 01	56 25	280 00	784 05	140 45	110 76	4,920 49	269 88		
" " " 7.	2,250 50	29 45	93 94		43 42	42 00	55 25		2,514 56	154 50		
" " " 8.	2,222 00	34 25	55 62	85 50	25 33	152 60	27 00		2,602 30	180 50		
" " " 9.	2,715 50	11 50	144 04		50 70		72 70		2,994 44	181 00		
" " " 10.	2,644 90	57 95	162 01	100 00	57 21		26 16	1 50	3,049 73	201 00		
" " " 11.	2,714 50	23 75	118 04	90 00	50 00		33 00		3,029 29	122 47		
" " " 12.	4,109 30	69 50	382 72	134 00	57 95	1 50	35 16	12 50	4,802 63	188 10		
" " " 13.	2,135 20	53 30	141 79	100 00	17 50		28 20		2,475 99	132 75		
" " " 14.	2,145 60	45 25	69 57	100 00	22 20		66 20		2,448 82	327 25		
" " " 15.	4,088 30	75 66	218 94	350 00	48 50	32 85	106 80		4,921 05	585 05		
" " " 16.	3,102 40	55 10	95 62	396 00	23 30		68 00	12 50	3,752 92	110 00		
" " " 17.	3,640 00	23 60	178 62	108 50	79 55		56 89		4,087 16	197 25		
" " " 18.	2,271 00	75 25	154 67	97 50	45 58	109 00	47 10	4 30	2,804 40	476 50		
" " " 19.	1,743 00	7 50	62 46	137 22	36 96	44 60	60 20		2,091 94	127 50		
" " " 20.	3,669 50	21 78	170 10	120 00	58 66	34 05	53 18		4,127 27	397 50		
" " " 21.	3,169 70	56 23	214 20	130 75	67 12	59 10	113 14	4 30	3,814 54	377 95		
" " " 22.	3,192 00	24 96	149 85	88 77	78 71	5 40	26 16	18 50	3,584 35	61 00		
" " " 23.	3,592 70	57 00	222 01	75 00	42 50		18 00	8 00	4,015 21	262 50		
" " " 25.	1,777 00	41 95	80 72	67 00	29 67	16 20	77 60	15 00	2,105 14	67 00		
" " " 26.	2,579 50	46 05	107 12	63 00	15 20				2,810 87	225 50		
" " " 27.	3,571 20	32 87	175 48	137 50	44 25	93 90	51 50	3 40	4,110 10	425 47		
" " " 28.	3,429 00	60 20	108 15	135 00	70 87		53 40		3,856 62	96 00		
" " " 29.	2,135 30	31 80	72 45	96 00	39 59	33 65	30 10		2,438 89	122 50		
" " " 30.	3,599 30	35 45	214 10	375 00	73 61	20 60	85 34	16 71	4,420 11	399 49		
" " " 32.	2,614 96	11 50	127 77	144 00	34 39		65 00		2,997 62	140 25		
Evening No. 2.....	341 00	2 50	29 45					34 60	407 55			
" " 3.....	537 00		68 58					42 90	648 48			
" " 4.....	449 00		32 25					39 25	520 50			
" " 5.....	541 00		29 22					38 75	608 97			

TABLES—(Continued).

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
Grammar Colored No. 1.	5,039 25	33 50	679 48	600 00	84 85	151 60	11 40	47 01	6,647 09	75 00
Male Colored No. 1.	2,213 20	195 50	119 58		264 20	543 02	33 05	51 74	3,420 29	7 00
" " " 2.	3,820 00	39 42	189 22	12 50	51 04		60 80		4,172 98	5 00
" " " 3.	3,588 00	52 89	145 97	60 00	30 20		44 85		3,921 91	6 00
" " " 4.	2,741 30	48 00	180 11	530 00	28 39	5 40	78 56	37 56	3,649 32	55 80
" " " 5.	2,361 70	42 50	110 67	93 74	36 28		78 60		2,723 49	24 00
" " " 6.	3,371 35	118 53	295 59	400 00	134 54	5 40	128 25	10 00	4,463 66	1 00
" " " 7.	3,952 90	166 41	309 02	232 00	627 21	498 10	104 75	67 91	5,958 30	1 00
Female Colored No. 1.	2,229 40	192 25	185 80	140 00	241 69	631 30	21 65	23 90	3,665 99	4 00
" " " 2.	3,469 40	40 50	244 61	12 50	43 44	16 46	57 25		3,884 16	3 50
" " " 3.	3,528 90	53 70	191 13	60 00	33 60		50 15		3,917 48	13 00
" " " 4.	3,496 90	20 00	124 87	582 00	20 26	5 40	75 35		4,324 78	9 00
" " " 7.	932 41	27 90	182 10	163 30	613 00	712 95		34 00	2,665 66	3 00
Gen. Expense Colored.	1,200 00			240 00				271 75	1,711 75	
Evening Colored No. 2.	781 00		41 03					80 15	902 18	4 00
" " " 3.	661 00		19 48					56 30	736 78	1 00
" " " 5.	325 00		6 48					30 15	361 63	2 50
" " " 7.	473 00		58 61					56 05	587 66	

No. 7 Colored School was not divided until September, previous to that time it was known as Male Colored, No. 7.

SUMMARY

Of the amount expended for the several grades of Schools, with the amounts received from the same for the use of books.

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	TOTAL.	Received from Pupils.
General Expense, (White).	$15,357 00	$166 88	$1,538 26	$1,758 67	$ 8 00	$216 60		$4,006 18	$23,051 59	
B. C. C. & F. H. Schools	50,136 60	178 94	4,131 97	5,328 91	306 61	459 20	$ 817 80	1,190 73	62,550 16	$4,757 61
Male Gram. "	84,516 30	887 86	9,228 08	3,413 31	1,005 93	1,230 90	1,781 70	387 45	102,451 53	9,732 08
English-German "	43,538 35	675 48	3,705 24	2,850 00	634 54	259 10	773 69	73 82	52,510 22	9,362 51
Sat. Normal Class	824 00		17 23						841 23	
Fem. Gram. Schools	70,161 60	801 35	7,932 93	3,933 37	919 76	961 85	1,728 92	290 30	86,730 08	9,282 64
Male Prim. "	89.658 23	1,306 63	4,736 06	3,983 99	1.819 58	2,078 35	1,732 57	348 27	105,663 68	7,204 38
Fem. " "	90,859 61	1,191 45	4,552 65	4,498 37	1,694 35	1,464 20	1,769 53	252 46	106,282 62	7,839 39
Evening " (White)	1,868 00	2 50	159 50					155 50	2,185 50	
Total for White Schools	$446,919 09	$5,211 09	$36,001 92	$25,766 62	$6,388 77	$6,670 20	$8,604 21	$6,704 71	$542,266 61	$48,178 61
Colored Schools	44,184 71	1,031 10	3,083 75	3,126 04	2,208 70	2,569 63	744 66	766 52	57,715 11	214 80
Total for all Schools	$491,103 80	$6,242 19	$39,085 67	$28,892 66	$8,597 47	$9,239 83	$9,348 87	$7,471 23	$599,981 72	$48,393 41

SCHEDULE

OF

SALARIES OF OFFICERS AND TEACHERS

OF

PUBLIC SCHOOLS.

GENERAL EXPENSE ROLL.

Superintendent of Public Institution	$2,500
Assistant Superintendent	1,800
Secretary	1,700
Librarian	1,000
Messenger, etc	500
Teachers of Music, each	1,200
Teachers of Drawing, each	500
Librarian of Teachers' Library	900

BALTIMORE CITY COLLEGE.

Principal	$2,400
Vice-Principal	2,200
Professors (not otherwise specified)	2,000
Professor of Writing and Book-Keeping	1,800
Professor of Drawing	1,800
Adjunct Professor of English and Mathematics	1,800
Tutors, each	1,000

FEMALE HIGH SCHOOLS.

Principals	$2,208
First Assistants	1,008
Second Assistants	900
Teachers of French and Drawing, each	900

MALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1,296	$1,404	$1,500
First Assistants (Male)	804	900	
First Assistants (Female)	588	672	
Second Assistants	456	516	
Third Assistants	444	504	

FEMALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.
Principals	$804	$900
First Assistants	564	648
Second Assistants	444	504
Third Assistants	432	480

SATURDAY NORMAL CLASS.

Principal	$200
Assistants	150

MALE AND FEMALE PRIMARY SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$600	$696	
Assistants	408	432	$468

UNCLASSIFIED SCHOOLS.

Composed of Primary and Grammar Scholars.

	1st Year.	2d Year.	3d Year.
Principals	$696	$780	$900
First Assistants	504	552	600

ENGLISH-GERMAN SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1,296	$1,404	$1,500
Vice-Principals	804	900	1,008
First Assistants (Male)	600		

Assistants, Grammar Grades, same as Third Assistants in Male Grammar Schools.

Assistants, Primary Grades, same as Assistants in Primary Schools.

COLORED GRAMMAR SCHOOLS.

The same as the Male Grammar Schools.

COLORED (PRIMARY) SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals (Male)	$804	$900	
Principals (Female)	600	696	
Assistants (Males)	700		
Assistants (Female)	408	432	$468

EVENING SCHOOLS.

Principals, $3 per night, for actual service.

Assistants, $2 per night, for actual service.

The Schedule of Salaries to be subject to the following conditions:

All below the grade of Second Assistant in Male and Female Grammar Schools to be graded as Third Assistants, the Board of School Commissioners to determine, at the annual election, the grade of each Assistant; in case of failure to do so, the Senior Assistant to grade highest in all cases.

In Male and Female Grammar Schools not employing three Assistants, the lowest Assistant shall rank as Third Assistant, and so continue until there are three Assistants employed in that school, excepting the First Assistant, who shall, in all cases, rank as First Assistant.

Teachers who may have served for *two full* years in any of the Public Schools of Baltimore, upon promotion to Grammar Schools, shall be entitled to the second year's salary of that grade to which they may be assigned, excepting that of Principal.

Teachers who may have been engaged in teaching for *three* years previous to their election, shall be entitled to the highest salary of that grade to which they may be assigned, (excepting that of Principals of Grammar Schools,) upon producing satisfactory evidence of that fact to the President of the Board.

Teachers elected during the month of September shall receive the full salaries for the months of July and August of the succeeding year; those elected in October shall receive nine-tenths of said salary; in November, eight-tenths, and so on to the close of the Scholastic term.

SALARIES OF JANITORS, JANITRESSES AND FIREMEN.

Janitor and Fireman of Baltimore City College.....	$900 00
Firemen of Female High Schools, each.....	400 00
Janitresses of Female High Schools, each.....	300 00

Fireman and Engineer of No. 1 Female School, $20.00 per month.

Fireman and Engineer of No. 3 Grammar and Primary School, $20.00 per month.

Schools having three classes, Janitress shall receive $8.00 per month.

Schools having four classes, Janitress shall receive $9.00 per month.

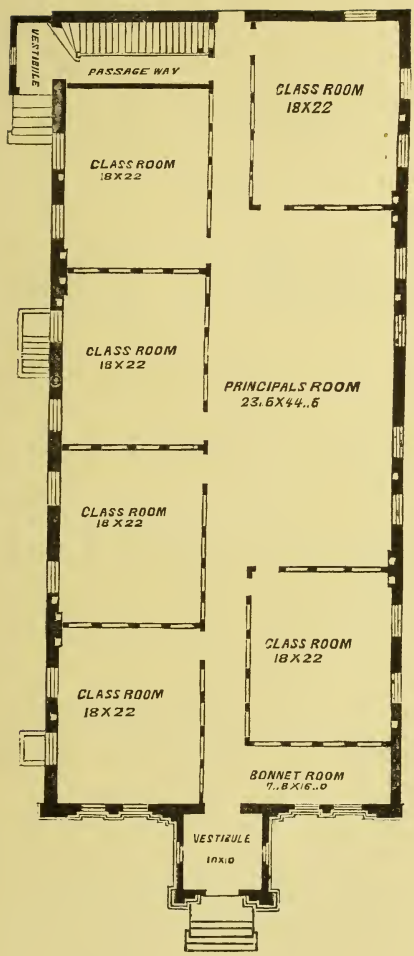
Schools having five classes, Janitress shall receive $10.00 per month.

Schools having six classes, Janitress shall receive $10.50 per month, and increase 50 cents per month for each additional class.

In addition to the above they shall receive 50 cents per month for each fire required in stoves in the schools from October to April, inclusive, and $5.00 per month for attending each furnace.



Male and Female Grammar School, No. 13, Aisquith Street, near Mullikin.



Ground Plan of No. 13.

REPORT

OF THE

Superintendent of Public Schools.

BALTIMORE, December 31, 1878.

To the Mayor and City Council, and the
Board of Public School Commissioners
of the City of Baltimore.

GENTLEMEN :

I submit the following report of the work of the Public Schools for the year ending with the date above named :

Date	1878
Population	302,839
Enumeration, United States Census, 1870	77,737
Number of pupils in school during the year	45,951
Enrollment, October 31	35,288
Average attendance	29,518
Number of teachers	820
Number of pupils to a teacher on enrollment, exclusive of special teachers	44

Number of pupils to a teacher on average attendance	36
Percentage of enrollment on population	11.6
Percentage of average attendance on enrollment	83.64
Percentage of average attendance in Baltimore City College	91.9
Percentage of average attendance in Eastern Female High School	93.
Percentage of average attendance in Western Female High School	91.23
Percentage of average attendance in Male Grammar Schools	87.31
Percentage of average attendance in Female Grammar Schools	85.95
Percentage of average attendance in Male Primary Schools	84.87
Percentage of average attendance in Female Primary Schools	81.91
Percentage of attendance in English German Schools	91.40
Percentage of attendance in Colored Schools	79.98
School age	6–18
Number to a teacher on enrollment in High Schools	40
" " " Grammar "	42
" " " Primary "	45
Number to a teacher on average attendance in High Schools	34
Number to a teacher on average attendance in Grammar Schools	36
Number to a teacher on average attendance in Primary Schools	37
Number of Schools	127

In reviewing the work accomplished by our schools of all grades during the present year, it is gratifying to be able to report a decided improvement in many schools, both in the character and the mode of instruction. Our teachers of all degrees have labored with a zeal and diligence that are in every sense commendable, and although in a number of instances the success attained has not been commensurate with the labor, the absence of satisfactory results is in some cases to be attributed to the inability or the unwillingness of parents to coöperate with teachers, and to second their unremitting efforts. With rare exceptions, there has been no lack of assiduity and devotion, whatever want of skill or adaptation may exist on the part of some. During the year 1878 I have made about two hundred official visits to our schools, including schools of all degrees. I have made the status of each school, and the work of each grade, a subject of careful and thorough study, and have repeatedly examined the several classes in the different studies embraced in our curriculum. My labors have been especially, though by no means exclusively, directed to those departments of our schools which have not attained the degree of excellence that might reasonably be expected as the outcome of much faithful labor on the part of many teachers. During this expiring year there has been a manifest advance in many of our Grammar Schools in the departments alluded to, that is, in actual exercises in language and composition. The absence of sufficient training in the synthetic side of speech is one of those defects of which I have so often spoken, that it seems superfluous to comment upon it at this late day It has long constituted a besetting weakness of all Public School systems, and it is an evil for whose removal I have deter-

mined to spare no pains that will effectually accomplish the desired result. During the present year my labors in this direction have not been altogether without fruit. The compositions of the young ladies admitted to the Female High Schools in July, 1878, were decidedly superior in style and diction to those of preceding years, and though not all that could be desired, yet it should not be forgotten that merit in literature is merely relative, it being difficult, if not impossible, to create a standard of perfect excellence.

In Arithmetic our schools maintain their high standard, and attain better results than any similar system of schools with which I am acquainted. Our classes are generally quick as well as accurate in calculation, and apprehend, I think, as far as can be expected, the *rationale* that underlies the mechanical process. In this study there is little to be desired, except a stricter attention to Mental Arithmetic in some of our lower grades. The readiness and ease with which the greater proportion of candidates for teachers' positions pass the prescribed examination in Arithmetic, attest the excellence of the instruction in this department, in both Grammar and High Schools.

In Grammar and Parsing it has been my endeavor to establish amicable relations between these studies and the practical study of composition. Composition should always be regarded as the enforcement and the application of technical Grammar. They are, in fact, corelatives, and cannot be separated without doing violence to each. The Grammatical instruction given in our Public Schools has always partaken too largely of the scholastic character. It has been what an eminent philologist styled "the grave of Language,"

rather than Language itself. To undertake the historical study of English in our Grammar Schools, in a thorough and extended method, would be vain and futile. Synthetic training should be made the principal object during all stages of elementary instruction.

The intricate problems of the origin and growth of speech, the evolution from synthetic to analytical forms, the processes of phonetic decay, by which the structure of language is transformed, all this must be reserved for the advanced stages of High School or Collegiate instruction. An historical knowledge of the evolutions of a language like English, is of immense advantage, however, to the grammar school teacher, for many of the apparent anomalies of our tongue, which confront the pupil upon the very threshold of the grammar, can be explained only by a knowledge of the previous stages of linguistic growth. Such are irregular plurals, irregular adjectives, and the so-called irregular verbs. A teacher who has made the historical development of English a subject of consideration, can add greatly to the pleasure as well as the interest of elementary grammar, without encroaching upon the synthetic side of the study. The study of English in all its phases, has been rendered so attractive and so instructive, by the application of the method, of comparative philology, in Germany, in England, and in our own country, that every teacher may freely avail himself of the splendid results, rendered so accessible within the last ten or fifteen years. The works of Koch, Mätzner, the publications of the early English Text Society, rich in illustrations of the earlier forms of English, the Anglo-Saxon grammar of March, together with the suggestive treatises of Marsh, Latham, Ellis, Oliphant, Skeat, Earle,

Sweet, Child, Corson, have rendered the scientific study of English so accessible to all, that he who remains in ignorance despite the immense advances recently made in this department, has nothing to blame, except his own indolence, or his own indifference.

The study of history in our Female High Schools, is a subject demanding the gravest consideration, as well as the most delicate treatment.

The most serious error that prevails in connection with this subject, is the defective and vicious method, by which the teachers of history are fettered and embarrassed. I have long been convinced, that epitomes or abridgments are comparatively valueless, except for those who have already acquired a knowledge of the subject, which the epitome or abridgment professes to treat. The difficulty of condensing or abridging any historical narrative, without destroying its very life and spirit, is one long felt and recognized. The disadvantages of the compendium are commented upon by Bacon in his great work upon The Advancement of Learning, in which abridgments are styled "the corruptions and moths of history." A similar judgment is to be inferred from Coke's advice to students of law, not to depend upon summaries or outlines of cases, but to consult the original and explicit report. This coincidence of opinion is the more striking from the fact, that it was probably one of the few points in regard to which these illustrious rivals ever concurred. Indeed the difficulty of making a successful abridgment, is recognized as far back in antiquity as the era of the Apocrypha, in which it is commented upon with considerable earnestness in one of the books of the Maccabees.

In modern times the subject of studying history, as well as the different modes in which the study may be taught, has been discussed with great learning and clearness of judgment, by Smyth in his Lectures on Modern History, Dr. Thomas Arnold's Lectures on Modern History, John Stuart Mill in his address before the University of St. Andrews, Latham in his treatise upon the Action of Examinations, Dr Wiese in his great work upon the government and regulation of the German Schools, Quick in his Educational Reformers, Bishop Dupanloup in his valuable works on education, Fenelon in his letter to the French Academy, to say nothing of numberless essays upon the subject, contained in various educational journals. Names and authorities might be multiplied to an indefinite extent, but those cited, will suffice to show the amount of interest the question has elicited from enlightened educationists in our own and preceding times. The fatal defect in the compendium is, that it obscures the processes by which historical results are attained; it deals in comprehensive generalizations, and yet fails to exhibit the data upon which the generalizations are based, it destroys the relation of cause and effect, and bewilders the unfledged student with a complexity of details, whose significance he is unable to perceive or to apprehend. To introduce our pupils fresh from the grammar school course, into a text-book of history so arranged and constructed, that it requires for its proper appreciation a previous or an independent knowledge of the very subject it professes to teach, is an anomaly that ought not to be tolerated in an age characterized by great advances in methods of instruction.

It is one of the defects of the compendium method, that the pupil is not only unable to discover the significance and

relation of events, but often he draws inferences, and forms impressions, that are utterly erroneous and misleading. Its abuses are positive as well as negative. Let any one that desires to test the correctness of the assertions I have made, examine a first or third year class in one of our Female High Schools, upon the decline of the Western Roman Empire, the revival of the Empire under Charlemagne, the Thirty Years' War, the English Revolution of 1688, the Wars of the Roses, the causes of the American Revolution, and if the examiner has even a moderate acquaintance with the subject, he cannot fail to discover how completely the pupils have misconceived the significance of these great crises in human history. In all literary as well as historical instruction, conducted as it is in most American schools, precipitate generalization is the characteristic weakness. I wish that every teacher of history and literature would study carefully Matthew Arnold's Introduction to his edition of Johnson's Lives of the Poets, Carlyle's Essay on Crokers' Edition of Boswell's Johnson, and Meiklejohn's Essay on the Teaching of English Literature, in Kiddle and Schem's Educational Cyclopedia. I am aware how easy all purely negative criticism is, and how difficult as well as delicate a task it is to discover adequate remedies for existing evils. So far as the question of history is concerned, I do not think that a solution is hopeless. In my judgment, the history, as taught at present, should be omitted in the first year of the High School course. Many of our pupils would thus be deprived of formal historical instruction during their only year in the High School, but I question if the effect of the deprivation would be equal to that which results from commencing a study which in its present shape requires for its

successful pursuit a greater maturity of mind, than the average first year pupil possesses, and one that from the very necessities of a vicious method, is presented in such a form as to perplex, bewilder and dishearten, if not to create a premature aversion from all historical study. I have long advocated the beginning of history teaching by the use of graphic and lively sketches of those illustrious personages, around whom the historic interest of each age is concentrated. Such books as Abbott's Lives of Hannibal, Cæsar, Richard III, Mary Stuart, Elizabeth, Louis XIV, Napoleon, *et cet.*, written in easy narrative style, and presenting history in concrete, biographical form, are vastly superior to the ordinary compendiums as an *introduction* to the study of history. For "history is the essence of innumerable biographies," and from the very constitution of the human mind, which in language, in morals and in philosophy, first apprehends truth in the concrete, it would seem difficult, if not impossible, to introduce a pupil to the study of history, rationally and successfully without exhibiting it in concrete forms. A literary and historical reader, skillfully prepared and introduced into the first year of the High School course, would present a most agreeable contrast to the lifeless, monotonous compendiums, we now employ. An instructive as well as attentive reader might be prepared by selecting and arranging such master-pieces of historical literature, as Dr. Arnold's description of Dionysius the Tyrant, and of Hannibal, Grote's masterly sketch of Socrates, Froissart's lively sketches of his own times, Clarendon's estimate of Falkland and of Hampden, Macaulay's brilliant portraiture of William of Orange, Froude's description of the coronation of Anne Bullen, Macaulay's parallel between Washington and

Hampden, Leckey's estimate of the character of Marlborough, Guizot s sketches of the time of Richelieu, Turenne and Francis I, Mommsen's portraiture of Julius Cæsar, Thierry's account of the murder of Becket, or the battle of Hastings, together with selections from Irving and Prescott, each selection to be accompanied with a brief, graceful sketch of the author. These are suggested merely as specimens; of course the list might be indefinitely extended. There is, I think, little doubt, that a pupil who carefully peruses such a reader as that which I have attempted to describe, will possess a more accurate and informing idea of history, than it is possible to acquire under the present irrational method. In all elementary instruction in history, it should be borne in mind that the development of the "historic sense," is as important a consideration, as the mere acquisition of historical knowledge

In the City College the ancient languages still occupy their subordinate position. In the other departments there has been no decided change. All have been faithfully conducted, classical, mathematical, scientific and literary. The influence of the institution continues to increase with every scholastic year. I regard its liberal and efficient maintenance, as indispensable to the complete success of our system, and I should deprecate as disastrous and deplorable, any attempt to interfere with its usefulness or its influence.

It is gratifying to be able to report an improvement in the department of French in our Female High Schools. Mr. De Gourney, I think, will prove a decided acquisition to our corps of teachers, bringing with him, enthusiasm, experience and scholarship.

SATURDAY NORMAL CLASS.

The Saturday Normal Class has accomplished a good work during the present year, and is worthy of a much more earnest support than it has ever received. I have made frequent visits to the school, and have done every thing in my power to stimulate our younger teachers to study and research. The Principal with his associates, has labored with unceasing activity, and I do not question that the good effects of their zeal and assiduity will be manifest in the aptness and skill which will distinguish the coming race of teachers I have only to regret that so many for whose benefit the class was instituted, regard their attendance at the Normal class as a painful imposition, rather than a grateful and pleasurable task.

MUSIC AND DRAWING.

As these departments are entrusted to the supervision of competent committees and teachers, I have deemed it best to leave to them any report which may be necessary to exhibit their condition and progress during the present year.

PUBLIC SCHOOL LIBRARY.

The Library has increased in popularity and in usefulness during the present year. Mr. Thayer has devoted his whole time to its supervision and managemement, and has performed his duties with commendable fidelity. The Library numbers 2,250 volumes, representing nearly every department of intellectual activity. Its collection of educational works is full and comprehensive, though it does not receive

from many that generous patronage, to which it is eminently entitled. During the coming year we hope to add to the Library the valuable work of Latham on the Action of Examinations, Bishop Dupanloup's treatises on Education; also Steiger's Year Book of Education and Educational Directory, both full of information and instruction. It is our desire to keep the Library fully abreast with the progress of human intelligence in all its complex phases. Science in its most approved forms and in its latest developments is fully represented. The works of the great masters, Newton, Helmholtz, Agassiz, Tait, Tyndall, Huxley, Sir William Thompson, are on our shelves, and if the means are supplied, we shall endeavor to maintain the high and pure standard of our Library in Science, as well as in Literature. We recognize no conflict between the two, and think that the most generous recognition should be accorded to both in any symmetrical and harmonious system of education.

ENGLISH-GERMAN SCHOOLS.

If increasing numbers are to be assumed as the criterion, these schools are still growing in popular favor. Their percentage of attendance is very high, and their enrollment exceeds 3,000 pupils. In January, 1878, Prof. Raddatz, Instructor in German in the City College, was requested by the Committee on English-German Schools to make an inspection of their condition, and to recommend to the Committee such modifications or improvements as the result of a thorough examination might prove to be necessary or desirable. In accordance with this request a critical examination of the *classes in German* in each of the schools was made by Mr. Raddatz. Several reforms were suggested, in a valua-

ble and instructive report presented by him to the Committee. One of his recommendations was adopted ; with regard to the rest no action has thus far been taken. It is due to the teachers of these schools to say that in both departments, English and German, they have labored with great faithfulness during the present year. If they have failed to accomplish all that I had hoped and desired, the failure is to be attributed to no lack of energy or devotion on their part. One of the reforms imperatively demanded in connection with these schools is that all applicants for positions as teachers of German shall be subjected to a critical examination in the English tongue, in order to test accurately their knowledge of English as a written and a spoken idiom. It is painfully evident that some of our teachers of German are so imperfectly acquainted with English as to render them incapable of giving proper instruction to children whose vernacular is the English tongue. This, it will appear at once, is a grave and serious defect. It is the opinion of some educationalists that the parallel study of English and German in English-German schools facilitates the acquisition of each idiom, as well as illustrates the structural characteristics of each. My experience and observation do not tend to confirm this opinion. In elementary stages of instruction the great principles of Comparative Philology cannot be expounded and applied. To undertake the task is to mystify and obscure the pupil's conception of the subject. Every language, in the earlier stages of instruction, must constitute a law unto itself, and be studied from the standpoint of its own genius and structure. The generalizations of Philology can be made available only in the higher stages of instruction, when the pupil shall have attained the faculty of com-

parison, discrimination and reflection. In this connection I would commend to the careful perusal of language teachers the admirable essay of my former teacher, Dr. Gildersleeve, in the Princeton Review, July, 1878.* It is true that the many points of resemblance between the vocabulary of English and German can be made available as an aid to the pupil's acquisition of a command of words—an important end to be attained in the study of any language—but so far as the structure and the spirit of these tongues are concerned, it is a comfortable hallucination with which some educationists have deluded themselves that in the earlier stages of the pupil's progress one language can be made to illustrate and explain the other, and thus the correct acquisition of both be facilitated. My own examinations and inspections of the classes in German and English in these schools lead me to think that the combination of the two languages, instead of illustrating or elucidating each other, tends to confuse and perplex the minds of pupils who have only an imperfect knowledge of either. This is manifest in the frequent grotesque blendings of English and German idioms, in translating from one language into another. The result is sometimes an intermediate dialect, a new linguistic development, which is neither English nor German. It is a curious and suggestive study to observe this tendency of speech to repeat itself, and exhibit the same phenomena when subjected in different eras to the same conditions and influences. A careful student of linguistic science may witness in our English-German Schools a repetition to some extent of the process by which our own English was

* Classics and Colleges.

developed from a fusion of Teutonic and Romance idioms, the blending of the two at last resulting in a new linguistic product. It must not be inferred that I am not sensible of the value of translation from one language into another as an excellent medium for the cultivation as well as the acquisition of style. Its value has been recognized by all enlightened scholars, and many of the greatest masters have been immensely indebted to their assiduous training in the art of translating ancient idioms into English, for their marvellous resources and their magical skill in the use of the mother tongue. This was notably true of Milton, to say nothing of that illustrious company of "elder gods" which preceded him, in whom the "pure fount of poesy," or prose, "did swell." I do not think, however, that any modern idiom possesses such value *for this purpose* as the ancient tongues, nor do I think that translation from any language becomes an efficient instrument of literary or stylistic culture until the pupil shall have attained a higher degree of advancement than is perhaps possible in our English-German Grammar School course. It is my hope and my desire that these schools will accomplish all that their most sanguine advocates can expect. I am deeply sensible of the value of a knowledge of German for all the purposes of physical and philological science, to say nothing of its practical applications in manifold ways. I believe, however, that their prospects of decided success would be greatly enhanced by the adoption of the recommendations presented by our accomplished instructor in German, Mr. Raddatz, as well as those contained in this report.

HIGHER EDUCATION.

The crusade against higher education at public expense has continued during the present year with unabating energy, assuming a more definite as well as a more complex shape. I have not deemed it necessary to republish as part of my annual report what I said upon this subject at another time, and in another connection,* lest I should appear desirous to thrust into a gratuitous prominence my individual sentiments and convictions. The duty of a State to provide and maintain higher education seems to me to lie beyond the reach of argument. The right of a State to support and maintain an educated class is based upon an obligation whose force and sanction far transcend all written constitutions or formal compacts. The right exists in the very necessity of social and political preservation. No sane man contests the right of a State to institute all needful sanitary and hygienic measures, to build forts for its defence, to create armies for its protection, to erect museums, observatories and academies for the promotion and advancement of science. A moral obligation rests upon all enlightened States and Governments to contribute to the progress of human knowledge by every available resource, by appropriations, by the founding of institutes, and the establishment of higher schools. A State that fails to contribute all the resources at its command for the suppression of ignorance and the diffusion of intelligence, will lose, and deserves to lose, its place in the federation of nations, as guilty of a conspiracy against civilization and enlightenment. The most judicious estimates

* Maryland School Journal for October, 1878. The Dangers and the Requirements of Modern Education.

conclusively demonstrate that the annual increase of our population is out of all proportion to the annual increase in the attendance at our colleges. In other words, the great mass of uneducated or imperfectly educated humanity increases in vast proportions with each successive year, while taking into account the ratio of increase of population, the educated class are reduced in numbers and influence within the same period. It requires no prophetic vision to foresee the result, unless this "dangerous tendency of American life" shall be modified and corrected. The alternative is either the liberal maintenance of an educated class, able, willing and strong enough to combat and resist the dense hosts of opposing ignorance, or the gradual surrender of political dignity and national self-respect.

COURSE OF STUDY IN HIGH SCHOOLS.

I have so often and so fully discussed this question in previous reports, as well as in educational Lectures and Essays, that I have little to add to it in this connection. An essential misapprehension, not only of the proper disposition or arrangement of studies, but a misconception of the end and purpose of study, is one of the saddest educational indications of our era. With the progress of materialism in science, sensualism in philosophy, and utilitarianism in every phase of modern life, the fundamental truth that education deals *directly* with minds, only *indirectly* with temporal vocations or callings, and that its objective point is pure culture, has become almost a tradition of a long gone age. The sympathetic alliance of materialism in science, and sensualism in philosophy, involves the subordination of

the noblest capacities of the human intellect to the attainment of mere utility as its end and ideal. The complexity of modern civilization, the bewildering diversity of interests, passions and prejudices that control the springs of human action, are striving to degrade education from its lofty mission as the ordained instrumentality for the regeneration of man's intellectual nature into a debasing system of mere training, having for its goal the perfection of his physical nature, just as the athlete is trained for the arena, or the race-horse for the stadium. The cultivation of the purely sensuous is the "point proposed" by our modern educationists, and they would arrange all curriculums of study with reference to the attainment of this specific end. Hence arises the modern clamor for "practical departments," "mechanical courses," "polytechnic features," and the senseless denunciation of our Collegiate and High School curriculums as medieval or antiquated. It is a sad but incontestable truth that a large section of modern educationists propose to themselves the attainment of no nobler end than the cattle-raiser who fattens beeves for the market, or the horse-racer who trains his favorite steed for the display of his skill at the Pimlico courses. In modern curriculums, encyclopedism and abridgment, varying forms of the same fundamental error, are the tendencies to be most carefully avoided. These tendencies are conspicuously displayed in the use of historical epitomes and compendiums, and in the endeavor to teach the etymology of English, a subject which, from the very nature of its historical development, is invested with difficulties that are capable of rational explanation only by an extended acquaintance with the science of comparative Grammar. I do not mean to assert that we impose too severe burdens

upon our High School pupils, but that we dissipate their energies upon too great a variety of subjects, some of which cannot be intelligently or successfully taught during the High School course. This feature of our system demands the most careful consideration, as well as the most judicious treatment.

EXAMINATIONS OF TEACHERS.

After several years of observation and experience as an examiner, I am thoroughly convinced that our examinations of applicants for positions as teachers are by no means sufficiently comprehensive in their character, nor sufficiently exacting in their requirements. They make no provision for testing the applicant's knowledge of the theory of teaching, and are especially defective in failing to provide a critical test of a knowledge of the English language. No one will be so irrational as to maintain that examinations, however judiciously conducted, furnish an unfailing criterion by which to ascertain the ability of the candidates to govern classes or to impart instruction. No written examination is a test of objective knowledge. A skillfully constructed examination, however, can be made an efficient means for gauging the general intellectual capacity of applicants, and in the Universities of England, in which examinations have attained the dignity of a science, the standing of the student, as determined by his examination in Classics or Mathematics, has foreshadowed with almost prophetic accuracy his subsequent career. Those that desire to understand the question in all its phases should read carefully Latham on the Action of Examinations, Todhunter's Conflict of Studies, Whewell's English University Education, the Report of the

Royal Commission of Education, Froude's Short Studies on Great Subjects, Payne's School Supervision, Wiese's German Letters on English Education, Bristead's Five Years in an English University, and the miscellaneous essays of Sir William Hamilton. The results of a class examination ought not to be considered as an infallible standard by which a teacher's skill and fidelity are to be determined. The conditions that oppose success are so complex that it is unjust to regard class examinations as a sort of chemical analysis by which the *quantitative* and the *qualitative* properties of a teacher's instruction can be exactly ascertained. They more frequently reveal the indolence of pupils and the indifference of parents, than lack of zeal or faithfulness on the part of teachers.

CONCLUSION.

My sincere thanks are due to Mr. Wise for the valuable aid rendered in preparing the statistical tables accompanying this report; also to teachers and Commissioners for the uniform consideration they have accorded me, in so far as our official relations have brought us into contact or association.

HENRY E. SHEPHERD,

Superintendent.

Tables Accompanying Superintendent's Report,

SHOWING THE

Number of Pay Pupils, Number of Free Pupils, Number on Roll, Average Attendance, Percentage of Attendance, Number of Different Pupils in School during the year, and Number of Teachers.

SCHOOLS.	Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of Attendance.
Baltimore City College	480	46	526	484	682	13	91.9
Eastern Female High School	247	77	324	301	405	10	93.
Western Female High School	406	62	468	427	621	12	91.23
	1133	185	1318	1212	1708	35	91.12
Male Grammar No. 1	272	66	338	299	487	8	89.
" " 2	150	174	324	290	429	7	89.
" " 3	103	129	232	202	326	5	87.
" " 4	145	125	270	237	373	6	88.
" " 5	36	161	197	169	318	5	85.8
" " 6	298	56	354	291	517	8	86.73
" " 7	36	88	124	104	164	3	84.
" " 8	122	153	275	248	394	7	90.2
" " 9	91	90	181	165	291	5	91.
" " 10	69	190	259	223	338	6	86.
" " 11	67	156	223	198	330	6	87.
" " 12	78	222	300	253	404	7	84.
" " 13	104	126	230	209	364	6	90.
" " 15	302	98	400	346	546	9	90.
" " 17	133	135	268	243	363	6	90.5
" " 18	97	119	216	178	294	5	82.
" " 19	155	74	229	199	318	5	87.
" " 20	118	166	284	259	368	7	91.
" " 21	136	87	223	189	319	5	84.
	2512	2415	4927	4302	6943	116	87.31

FEMALE GRAMMAR SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Oct. 31, '78.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of Attendance.
Female Grammar No. 1	338	109	447	370	661	10	81.
" " 2	107	195	302	268	436	7	85.
" " 3	101	121	222	186	305	5	84.
" " 4	141	157	298	252	411	7	85.
" " 5	47	220	267	224	344	6	84.
" " 6	213	80	293	251	408	7	86.
" " 8	137	154	291	247	425	7	85.
" " 9	59	90	149	134	230	4	89.
" " 10	72	195	267	230	358	7	86.
" " 11	78	193	271	213	367	6	79.
" " 12	65	158	223	189	338	6	86.
" " 13	175	120	295	271	449	8	91.
" " 15	200	120	320	293	463	8	91.
" " 16	29	80	109	98	163	2	81.
" " 17	162	144	306	261	407	7	85.
" " 18	99	125	224	190	350	6	85.
" " 19	127	73	200	171	274	5	86.
" " 20	100	210	310	275	397	7	88.
" " 21	152	110	262	223	392	6	85.
	2402	2654	5056	4346	7178	121	85.95
English-German No. 1	458	72	530	458	676	12	86.
" " 2	608		608	584	843	15	96.
" " 3	725		725	666	885	17	92.
" " 4	523	80	603	543	793	14	92.5
" " 5	552	170	722	663	988	17	92.
	2866	322	3188	2914	4185	75	91.40

MALE PRIMARY SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Oct. 31st.	Average attendance	No. in School during year.	No. of Teachers.	Pecentage of Attendance.
Male Primary No. 1	205	197	402	345	660	10	86.
" " 2	18	132	150	123	247	4	82.
" " 3	79	217	296	244	440	6	82.
" " 4	89	183	272	244	394	6	89.
" " 5	25	429	454	348	557	9	77.
" " 6	108	224	332	279	454	6	85.
" " 7	52	132	184	149	284	5	80.
" " 8	37	157	194	161	278	5	83.
" " 9	21	138	159	108	257	3	68.
" " 10	25	215	240	210	352	6	88.
" " 11	41	150	191	160	307	5	84.
" " 12	52	236	288	250	433	6	87.
" " 13	23	171	194	161	288	5	85.
" " 14	154	96	250	197	383	6	79.
" " 15	223	170	393	340	556	9	86.5
" " 16	32	289	321	256	481	7	79.
" " 17	62	301	363	310	501	8	86.
" " 18	132	72	204	164	325	4	80.
" " 19	52	145	197	144	312	4	74.
" " 20	86	275	361	292	518	7	80.
" " 21	102	199	301	254	449	7	84.
" " 22	14	270	284	235	400	6	83.
" " 23	104	196	300	239	440	6	79.
" " 25	29	141	170	135	257	4	80.
" " 26	56	159	215	170	318	5	80.
" " 27	103	161	264	231	375	6	91.
" " 28	13	261	274	229	505	6	84.
" " 29	13	136	149	117	223	4	79.
" " 30	92	227	319	258	481	7	81.
	2042	5679	7721	6353	11475	172	84.87

FEMALE PRIMARY SCHOOLS

SCHOOLS.	Pay.	Free.	On Roll Oct. 31, '78.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of Attendance.
Female Primary No. 1	286	209	495	403	746	11	81.
" " 2	28	152	180	155	279	4	88.
" " 3	90	211	301	245	428	6	80.
" " 4	94	184	278	223	421	6	80.
" " 5	37	389	426	349	620	9	82.
" " 6	81	208	289	244	406	6	85.
" " 7	50	146	196	159	296	4	80.
" " 8	42	101	143	118	217	4	83.
" " 9	42	170	212	191	344	5	90.
" " 10	62	164	226	177	356	5	84.
" " 11	39	145	184	147	305	5	79.
" " 12	49	322	371	320	521	8	86.
" " 13	34	124	158	141	249	4	88.
" " 14	96	76	172	137	279	4	80.
" " 15	211	207	418	340	635	8	81.
" " 16	30	266	296	229	428	6	77.
" " 17	48	264	312	253	468	7	82.
" " 18	126	91	217	172	350	5	79.
" " 19	42	113	155	109	234	3	75.
" " 20	112	208	320	259	495	7	85.
" " 21	105	210	315	250	475	7	79.
" " 22	13	239	252	221	367	6	88.
" " 23	76	233	309	257	450	7	83.1
" " 25	17	129	146	122	212	3	84.
" " 26	61	156	217	182	316	5	84.
" " 27	118	193	311	262	445	7	84.
" " 28	26	254	280	228	429	7	82.
" " 29	26	143	169	144	236	4	86.
" " 30	123	238	361	294	523	8	81.
" " 32	51	199	250	189	339	5	75.
	2215	5744	7959	6520	11869	176	81.91

EVENING AND COLORED SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Oct. 31, '78.	Average attendance	No. in School during year.	No. of Teachers.	Percentage of Attendance.
Evening (White) No. 2		102	102	64	102	3	62.
" " 3		140	140	94	166	4	64.
" " 4		153	153	71	206	3	46.
" " 5		125	125	89	125	4	71.
		520	520	318	599	14	61.15
Grammar Colored No. 1	46	257	303	271	417	8	90.
Male Colored " 1	3	184	187	132	281	4	71.
" " 2	2	302	304	271	475	7	89.
" " 3	3	269	272	236	423	6	87.
" " 4	23	241	264	233	376	6	88.
" " 5	13	168	181	151	263	4	83.
" " 6	1	358	359	265	561	7	74.
" " 7		312	312	252	312	6	81.
Female Colored " 1	2	254	256	163	420	5	63.
" " 2	2	353	355	303	525	7	85.
" " 3	5	355	360	279	535	7	77.
" " 4	11	359	370	286	535	7	79.
" " 7	3	307	310	224	310	6	79.
	114	3719	3833	3066	5433	80	79.98
Colored Evening No. 2	24	164	188	130	271	6	69.
" " 3	1	200	201	120	222	5	61.
" " 5	6	79	85	52	98	2	60.
" " 7		160	160	81	200	4	52.
	31	603	634	383	791	17	60.37

SUMMARY STATEMENT,

Showing the Number of Schools, Teachers, Pay Pupils, Free Pupils on Roll October 31st, 1878, Average Attendance, Number of Different Pupils in School during the year, and percentage of attendance.

SCHOOLS.	No. of Teachers.	No. of Schools.	No. of Pay Pupils.	No. of Free Pupils.	No. on Roll Oct. 31, '78.	Average attendance.	No of different Pupils in School during year.	Percentage of Attendance.
Baltimore City College.....	13	1	480	46	526	484	682	91.9
Eastern Female High School	10	1	247	77	324	301	405	93.
West. Female High School.	12	1	406	62	468	427	621	91.23
Male Grammar Schools....	116	19	2512	2415	4927	4302	6943	87.31
Female Grammar Schools..	121	19	2402	2654	5056	4346	7178	85.95
English-German Schools...	75	5	2866	322	3188	2914	4185	91.40
Male Primary Schools.....	172	29	2042	5679	7721	6353	11475	84.87
Female Primary Schools...	176	30	2215	5744	7959	6520	11869	81 91
Colored Schools.....	80	13	114	3719	3833	3066	5433	79.98
Evening Schools.....	14	4		520	520	318	599	61.15
Colored Evening Schools...	17	4	31	603	634	383	791	60.31
Saturday Normal Class....	5	1		132	132	104	279	76.
Music Teachers.....	4	...						
Drawing Teachers.....	5	...						
	820	127	13315	21973	35288	29518	50170	83.64

Number promoted to City College and High Schools.... 607
" " " Grammar Schools..... 3612
4,219

Number of different pupils in School during the year.....45,951

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, February 1, 1878.

MALE.	Examined.	Passed.	Promoted.	FEMALE.	Examined.	Passed.	Promoted.
No. 1.....	64	64	64	No. 1.....	54	53	53
" 2.....	17	17	17	" 2.....	23	23	23
" 3.....	23	21	22	" 3.....	20	18	19
" 4.....	27	27	27	" 4.....	33	33	33
" 5.....	30	29	29	" 5.....	27	27	27
" 6.....	27	27	27	" 6.....	25	21	25
" 7.....	20	20	20	" 7.....	23	20	21
" 8.....	19	18	19	" 8.....	20	19	20
" 9.....	21	18	21	" 9.....	23	23	23
" 10.....	29	25	26	" 10.....	28	28	28
" 11.....	29	28	29	" 11.....	28	27	27
" 12.....	35	33	35	" 12.....	40	29	29
" 13.....	17	17	17	" 13.....	16	16	16
" 14.....	48	40	47	" 14.....	20	20	20
" 15.....	46	45	46	" 15.....	51	51	51
" 16.....	27	26	27	" 16.....	34	34	34
" 17.....	34	34	34	" 17.....	35	35	35
" 18.....	27	26	27	" 18.....	34	32	32
" 19.....	21	20	21	" 19.....	32	32	32
" 20.....	35	35	35	" 20.....	41	39	39
" 21.....	27	26	26	" 21.....	33	33	33
" 22.....	24	24	24	" 22.....	17	14	14
" 23.....	33	31	32	" 23.....	35	34	34
" 25.....	19	19	19	" 25.....	14	13	14
" 26.....	31	27	30	" 26.....	26	23	25
" 27.....	18	17	17	" 27.....	27	27	27
" 28.....	17	17	17	" 28.....	23	22	22
" 29.....	12	11	11	" 29.....	14	14	14
" 30.....	32	32	32	" 30.....	34	32	33
				" 32.....	20	20	20
Boys.....	809	774	798				
Girls.....	849	812	823		849	812	823
Total.....	1658	1586	1621				

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, June 26th, 1878.

MALE.	Examined.	Passed.	Promoted.	FEMALE.	Examined.	Passed.	Promoted.
No. 1.....	65	62	63	No. 1.....	60	59	59
" 2.....	21	21	21	" 2.....	23	23	23
" 3.....	28	26	28	" 3.....	28	26	26
" 4	35	35	35	" 4.....	36	36	36
" 5.....	32	32	32	" 5	48	48	48
" 6.....	25	25	25	" 6.....	22	22	22
" 7.....	23	23	23	" 7.....	27	26	26
" 8.....	14	14	14	" 8.....	16	15	15
" 9..	19	14	14	" 9.....	39	39	39
" 10.....	35	32	32	" 10.....	29	29	29
" 11.....	24	24	24	" 11.....	31	27	29
" 12.....	35	35	35	" 12.....	42	37	37
" 13.....	22	22	22	" 13.....	25	25	25
" 14.....	36	36	36	" 14.....	18	18	18
" 15.....	67	62	64	" 15.....	62	61	62
" 16.....	30	29	29	" 16.....	27	27	27
" 17.....	34	34	34	" 17.....	30	30	30
" 18.....	27	27	27	" 18.....	31	31	31
" 19.....	25	25	25	" 19.....	14	12	14
" 20.....	50	50	50	" 20.....	52	52	52
" 21.....	32	30	30	" 21.....	31	31	31
" 22.....	30	24	24	" 22.....	27	27	27
" 23.....	36	30	30	" 23.....	33	33	33
" 25.....	31	31	31	" 25.....	16	16	16
" 26.....	32	30	30	" 26.....	28	28	28
" 27.....	29	28	28	" 27.....	30	30	30
" 28	21	21	21	" 28.....	27	27	27
" 29.....	20	20	20	" 29.....	20	20	20
" 30.....	30	30	30	" 30.....	30	28	28
				" 32.....	28	28	28
	898	862	867				
				Girls.....	930	912	917
				Boys.....	898	862	867
				Total, June....	1828	1774	1784
				Feb. Examint'n	1658	1586	1621
				Total, 1878..	3486	3359	3405

EXAMINATION FOR PROMOTION

From Primary to Grammar School (Colored), Feb. 8, 1878.

MALE.	Examined.	Passed.	Promoted.	FEMALE.	Examined.	Passed.	Promoted.
No. 1.....	9	9	9	No. 1.....	2	2	2
" 2.....	21	11	11	" 2.....	25	22	22
" 3.....	15	3	3	" 3.....	24	14	14
" 4.....	6	5	5	" 4.....	13	10	10
" 5.....	20	19	19				
" 6.....	10	5	5		64	48	48
" 7.....	16	15	15				
	97	67	67				
	64	48	48				
Total.....	161	115	115				

July 3d, 1878.

MALE.	Examined.	Passed.	Promoted.	FEMALE.	Examined.	Passed.	Promoted.
No. 1.....	9	7	7	No. 1.....	2	2	2
" 2.....	28	20	20	" 2.....	23	12	12
" 3.....	15	10	10	" 3.....	19	15	15
" 4.....	5	2	2	" 4.....	13	7	7
" 5.....	10	7	7				
" 6.....	8	4	4		57	36	36
" 7.....	11	6	6		86	56	56
	86	56	56	Total, July..	143	92	92
				Feb. Examint'n	161	115	115
				Total, 1878..	304	207	207

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NUMBER OF PUPILS

In High, Grammar and Primary Schools, Nov. 20th, 1878.

SCHOOLS.	Grammar School Pupils	Primary School Pupils.	SCHOOLS.	Grammar School Pupils	Primary School Pupils.
Fem. Grammar, No. 16	48	61	Male Colored No. 1...	15	172
English-German, No. 1	208	322	" " " 2...	25	279
" " " 2	197	411	" " " 3...	29	243
" " " 3	283	442	" " " 4...	14	250
" " " 4	190	413	" " " 5...	21	160
" " " 5	308	419	" " " 6...	31	328
			" " " 7...	8	304
	1229	2068	Female Colored, No. 1	12	244
	264	3266	" " " 2	43	312
			" " " 3	31	329
	1493	5334	" " " 4	29	341
No. in Gram. Schools	10177		" " " 7	6	304
No. in Primary Schools		15680			
	11670	21014		264	3266

Number of pupils attending High Schools	1,318
" " " Grammar Schools	11,670
" " " Primary Schools	21,014
" " " Evening Schools and Sat. Nor. Class	1,286
	35,288

NUMBER IN DIFFERENT GRADES OF SCHOOLS COMPARED.

For 1877 and 1878.

In Primary Schools—1878	15,680	
" " 1877	15,704	
Decrease		24
In Grammar Schools—1878	9,983	
" " 1877	9,321	
Increase		662
In High Schools—1878	1,318	
" " 1877	1,101	
Increase		217
In English-German Schools—1878	3,188	
" " " 1877	3,175	
Increase		13
In Colored Schools—1878	3,833	
" " 1877	3,222	
Increase		611
In Evening Schools—1878	520	
" " 1877	328	
Increase		192
In Evening Colored Schools—1878	634	
" " " 1877	911	
Decrease		277
In Saturday Normal Class—1878	184	
" " " 1877	132	
Decrease		52
Increase in 1878		1,342

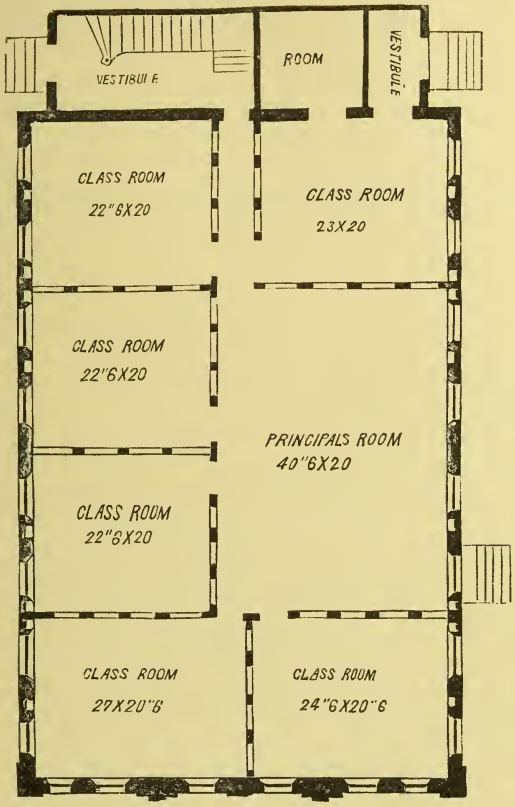
TABLE

Showing the number of Pupils and Teachers in the Public Schools on the last day of each Fiscal Year, from the year 1829, *when the first Public School was opened, to the Year* 1878, *inclusive.*

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829	3	269	1854	209	9,717
1830	5	402	1855	217	10,913
1831	5	627	1856	253	12,946
1832	5	640	1857	246	11,759
1833	8	544	1858	270	12,263
1834	8	859	1859	271	12,419
1835	8	867	1860	302	14,156
1836	8	814	1861	317	13,952
1837	8	659	1862	319	14,382
1838	8	675	1863	350	15,661
1839	8	1,126	1864	358	16,086
1840	16	1,834	1865	377	16,523
1841	22	2,539	1866	411	17,967
1842	27	2,471	1867	513	18,896
1843	28	2,669	1868	555	20,591
1844	30	3,366	1869	558	23,159
1845	50	4,313	1870	571	24,673
1846	64	5,017	1871	518	25,357
1847	91	6,439	1872	614	26,375
1848	98	6,699	1873	624	28,329
1849	107	6,763	1874	661	29,108
1850	119	7,093	1875	706	31,356
1851	138	8,011	1876	731	31,404
1852	172	9,081	1877	764	33,946
1853	194	9,447	1878	820	35,288



Male and Female Grammar School, No. 4, Sharp Street, near Henrietta.



Ground Plan of No. 4.

REPORT

OF THE

Assistant Superintendent.

BALTIMORE, December 31st, 1878.

HENRY E. SHEPHERD, ESQ.,

Superintendent of Public Instruction.

SIR:—In compliance with a rule of the Board, the following report of the progress of the Primary Schools, with suggestions looking to the advancement thereof, is submitted.

The number of pupils attending Primary Schools, exclusive of Evening Schools, is 21,014. Last year the number was 20,801—an increase of 213 pupils. This includes the Primary Department of English-German Schools, of Female Grammar School No. 16, and of Colored Schools.

The character of the weather and other causes affect the attendance, but it may be fairly inferred from the figures below that the attendance in our Schools is improving:

	Percentage of attendance in 1878.	Percentage of attendance in 1877.
High Schools	90.91	89.00
Male Grammar Schools	87 31	86.20
Female Grammar Schools	85.95	83.70
Male Primary Schools	84.87	83.20
Female Primary Schools	81.91	80.00
English-German Schools	91.40	91.00
Colored Schools	79.98	72.00
All the Schools	83.64	81.80

As a means of still further improving the attendance, a judicious enforcement of the rules relating thereto is recommended.

As a general thing our teachers are seldom late, and their good example has done much to encourage punctuality on the part of the pupils.

The Primary Schools proper have decreased 24 in the number of pupils on roll—the Male schools increasing 15, the Female decreasing 39. For this it is difficult to give a satisfactory reason. The rule requiring pupils to enter the fifth grade during the months of September and February only, the want of suitable accommodations in some localities, and the home embarrassments incident to the period of depression, have all doubtless contributed to produce this result.

Some of our buildings are not well adapted to the purposes for which they were intended. Some, though comparatively new, are badly lighted, heated and ventilated, and not well arranged for the proper division of the school into classes. Class-rooms accommodating from 30 to 40

pupils only, can not possibly seat a sufficient number of pupils to give 40 in average attendance, the number each teacher, except the Principal, is expected to instruct. In the construction of new buildings it is earnestly hoped each class-room will be arranged to seat fifty pupils.

In this connection it is well to mention those of our buildings which are most defective.

The building in use by Male Primary School No. 1, on Green and Fayette streets, does not afford sufficient accommodation for the school. Male Primary School No. 9, on Courtland street, near Saratoga, is conveniently located to many of these pupils, and has ample room for the classes, now taught in the "annex" to No. 1, which is not well suited for school purposes. In the interests of economy it would be well to transfer a sufficient number of pupils to No. 9 to relieve No. 1. No. 9 has been struggling for a long time under great disadvantages, and this plan would not only benefit No. 1, but furnish No. 9 with a sufficient number of pupils to organize five classes, one for each grade, besides utilizing two good, well furnished rooms at No. 9, not now in use. If the transfer is not made at once, in granting permits to new scholars, living equally near the two schools, it would be well to discriminate in favor of No. 9.

In No. 8 Male Primary, on Caroline street, it is impossible for the two teachers in one small room to instruct properly two full classes, to say nothing of the bad effects of such an arrangement from a hygienic point of view. Male Primary No. 10, on Hollins street, near Schroeder, suffers in the same manner, and requires another room. The building occupied by Male and Female Primary School No. 11, on

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Pierce and Schroeder streets, does not afford proper accommodation for the children.

The building occupied by Male and Female Primary School No. 13, on Jefferson street, near Caroline, is an old one, and is situated too near Male Primary School No. 7, on Mullikin street, and No. 26 Male Primary, on Orleans street, near Bond.

Male Primary School No. 17, on Light and Poultney streets, and Male Primary School No. 28, on Battery avenue and Clement street, are, or will be overcrowded, and it would be well to erect a building in a proper location to relieve these schools, and accommodate Male Primary School No. 29, on Lee street, near Sharp. The building used by the last mentioned school is an old one, of four rooms, badly located, and the school is suffering on this account for want of a proper supply of pupils. Primary School No. 18, on Argyle avenue, near Lanvale street, has increased to such an extent as to need additional room, and it is suggested that the building be enlarged

The building occupied by Male and Female Primary School No. 23, on Gough and Wolfe streets, is not a suitable one in any respect—the manner in which the classes must be arranged interferes with the instruction of the pupils, and is detrimental to health. This building, and the one occupied by No. 11, already alluded to, should be condemned, and suitable ones provided. None of the schools of the city need better accommodations so badly as these two (No. 11 and No. 23,) and Colored School No. 4, on Biddle street, near Pennsylvania avenue

Unless the capacity of buildings is taken into consideration, and pupils are required to attend the schools nearest

their residence, the school population of the city can not be intelligently provided for.

The money appropriated to defray the expenses of our public schools is intended to reach and improve the class of children who attend our Primary Schools above all others, many of whom never enter any other school, and it is certainly the part of wisdom in providing for the educational wants of the community to make these schools as efficient and attractive as possible.

A distinguished writer upon the subject of Primary Schools says: In my opinion these schools have never been properly appreciated nor suitably cared for. Lying as they do at the very foundation of a system of education, they are too often regarded as unimportant, though unavoidable appendages of our common school system.

"Teachers of moderate attainments, and without experience, are often employed in them, merely because their services can be secured at a low rate of compensation. But in reality, these schools are of the first consideration, and they should receive the services and influence of the best teachers. As it is in them that the young receive their earliest school impressions, it must be readily seen that it would be no easy matter to over-estimate their true importance. The influence of wrong discipline, erroneous teaching, or improper example, in these schools, will be felt unfavorably in all our higher schools and seminaries of learning.

> The mind, impressible and soft, with ease
> Imbibes and copies what she hears and sees,
> And through life's labyrinth holds fast the clew
> That first instruction gives her, false or true.

"The judicious and skillful husbandman does not neglect his young trees, and leave them to assume uncomely shapes, or to be dwarfed and choked by rank weeds, or from want of proper culture, with the idea that they are soon to be removed to a different situation. He will rather watch them with special interest, and train them with extra care, that they may prove specimens worthy of transplantation. Knowing full well that

'As the twig is bent the tree's inclined,'

he will labor most assiduously to see that every vine and treelet assumes and retains the right 'bent;' and if he has occasion to employ anyone to assist him in their culture and training, he will wisely select some one of known skill and judgment."

Anyone well acquainted with the condition and management of our schools must admit that this class of schools is not so well provided for in respect to teachers buildings or equipments, as the other schools of the system.

The wholesome effect of the system can only be felt as it should be upon the community by lengthening and strengthening its arms in this fruitful direction, so that *every* child may receive the harmonizing influence of a Primary School education at least.

In connection with the subject of discipline it is well to mention the necessity for complying with Art. XVI, sec. 3, of the Rules of the Board. Pupils guilty of serious misconduct in one school, by the existing practice in many vicinities, give up their books, and without trouble enter another school, soon, probably, to leave this under similar circum-

stances to go to another still; for they are almost invariably of the worst class of pupils, and keep "moving on," in the vain hope of finding a school to "suit" them. This class of pupils especially need control, not only for their own benefit, which is a very great consideration, but with a view of upholding the authority of our teachers. Teachers have a difficult position to fill, and in order that they may exert as much influence for good as possible, it is indispensably necessary that the community generally, and the authorities especially, do all in their power to invest the position with the dignity and consideration due it.

As a means of improving the attendance, preventing truancy, and promoting the general efficiency and discipline of the schools, it is recommended that the following rules of the Board be more thoroughly carried out by those entrusted with their enforcement, viz, Art. XVI, sec. 3: "Pupils shall attend the school nearest their residence, unless otherwise approved of by the Board, or the local committee of the school to which they belong." Art. XXII, sec. 1: "Pupils who have been absent from school in any week for a space of time equal to two days, or in any month for a space of time equal to four days, except such absence be occasioned by sickness, will not be permitted to return without a note from one of the committee in charge of the school." Art. XXII, sec. 4: "Truant playing shall be considered a flagrant offence, and no pupil shall be received after playing truant without authority from the local committee; nor shall any such committee or Commissioner give such authority to any pupil who has been guilty of this offence more than twice during the current scholastic year."

The several branches of study pursued in our Primary Schools are in many respects well taught—yet one great

defect, which to some extent is being overcome, it is hoped, is the great preponderance of "slate work" over oral instruction—children, after being taught to write and make figures on their slates, with a neatness and accuracy far beyond their years, when little if any pains have been taken to promote the correct use of language, and to develop the organs of speech. The great obstacle to success in correcting this fault is the character of our examinations, and the manner in which they are conducted. To examine a class properly in reading requires the greatest patience, care and judgment on the part of the examiner, and until examinations are conducted more judiciously on the part of principals, reform is impossible. In examining the three lowest grades the examination should as far as possible be conducted orally, and as much importance at least given to Reading, Language and Spelling as to the other branches. Children examined for promotion from the Primary to the Grammar Schools seldom "fail" in Reading, though it is unquestionably the subject in which they are generally most deficient. Owing to the manner in which the books have to be graded, no grade has a sufficient amount of reading matter, and having read and reread this so often, it is almost impossible at an examination to form a correct judgment of the pupil's proficiency. When being examined pupils should be required to read something they have not read before, and as difficult as their grade. The expense of providing books for this method of examination prevents its being put into execution.

The following table shows approximately the number of hours devoted to each study in each grade of the Primary Schools during a school week, (5 days).

1.30 signifies one hour and thirty minutes.

	I Grade.	II Grade.	III Grade.	IV Grade	V Grade.
Opening Exercises and Calisthenics	1 30	1.30	1 30	1.30	1.30
Spelling	3.00	3.00	3.00	3 00	3.00
Reading	7 20	8.30	9.00	10.00	10.00
Recess	2.30	2.30	2 30	2.30	2 30
Arithmetic	6.25	6.45	6.15	5.15	5.15
Geography	1 30				
Writing	2.30	2.30	2 30	2 30	2.30
Music	1.15	1.15	1.15	1.15	1.15
Drawing	1.30	1.30	1 30	1.30	1.30
Total	27.30	27.30	27.30	27.30	27 30

School time 5 hours and 30 minutes per day.

Two recesses a day, 15 minutes each; one in the morning and one in the afternoon session.

A matter calling for correction in our Primary Schools is the bad management evidenced in arranging the size of the classes in many schools. The classes composed of first, second and third grade pupils generally consist of from 20 to 40 pupils on roll, while those containing fourth and fifth grade pupils have a much larger number than ought to be assigned to one teacher under any fair distribution of the labor. In the fifth grade classes, 80 pupils are frequently found under the instruction of one teacher, the teacher, too, often the most inexperienced in the school. The notice of the Local Committee was called to a school in which the Principal had under his charge 19 pupils, and the lowest grade teacher 100; and to another in which the Principal taught 10, and the lowest grade teacher 117. Any one can see that bad effects must result from such mismanagement.

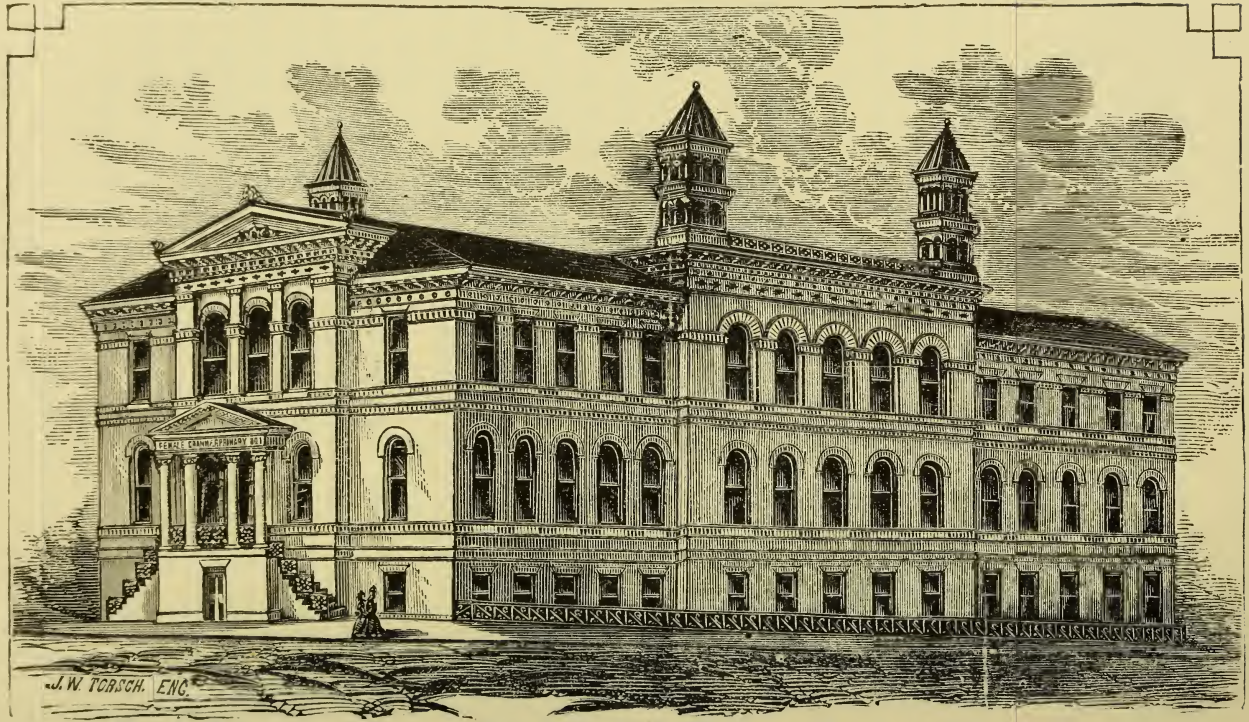
It would be well for the Board to make a rule fixing the maximum number of pupils under one teacher at 65. The lowest class is by some considered a sort of lumber-room, in which all the ungradeable material is placed, and is a part of the school only in so far as it serves to increase the attendance and numbers. This overcrowding, together with the fact that many pupils are admitted under six years of age, notwithstanding the rule to the contrary, and that these classes are frequently in the hands of inexperienced teachers, renders the work in this grade very trying to the teacher, and by no means proportionately beneficial to the children. When the salary of the lowest grade teacher was decreased by the City Council from $42 per month to $39, many of these teachers desired to take other classes, and did so. This unwillingness on their part to keep the class, results from its being overcrowded, requiring its teacher to perform very much more work than any other in the school. It will certainly greatly promote the efficiency of the Primary Schools to keep these classes at a reasonable size, to put them in charge of teachers whose skill and experience best qualify them for the position, and not to permit children to enter them under six years of age.

The rule requiring pupils to enter the fifth grade during the months of September and February only, operates well, and will be still more beneficial as soon as it is thoroughly understood by the community, and more carefully complied with.

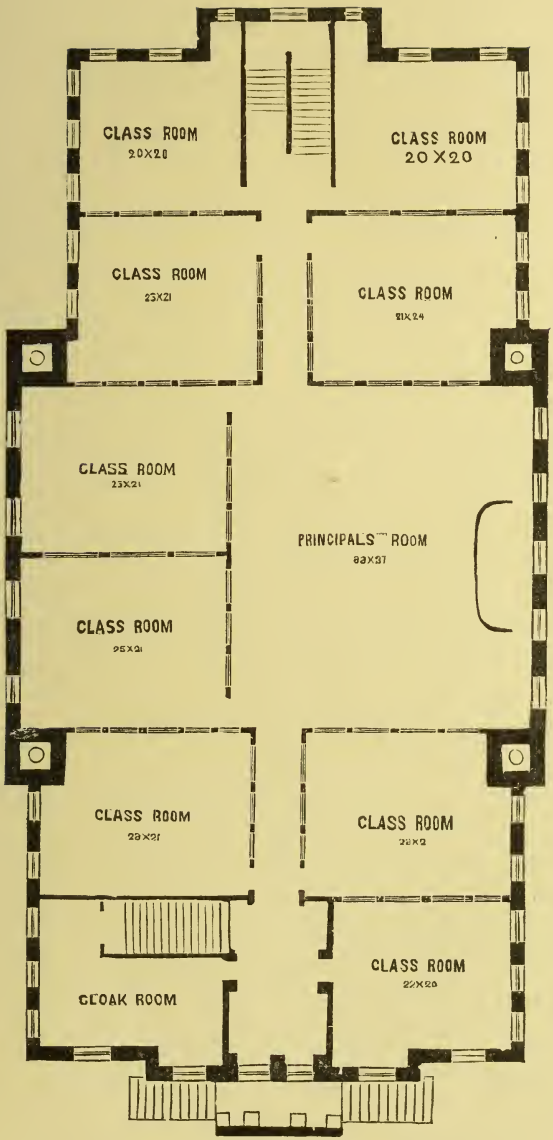
My thanks are due the Board, its officers, the teachers, and yourself especially, for courtesy and kindness extended to me on all occasions.

Respectfully submitted,

HENRY A. WISE,
Assistant Superintendent.



Female Primary and Grammar School, No. 1, S. W. Corner Fayette and Greene Streets.



Ground Plan of No. 1.



Baltimore City College, Howard Street, Opposite Centre.

Fortieth Annual Report

— OF —

BALTIMORE CITY COLLEGE,

— WITH —

ACCOMPANYING PAPERS,

— FOR —

A. D. MDCCCLXXVIII.

Committee on Baltimore City College.

CHARLES E. PHELPS,

49 St. Paul Street.

JOHN B. WENTZ,

276 East Baltimore Street, and 17 St. Paul Street.

G. S. GRIFFITH, Jr.,

89 and 91 West Baltimore Street.

GEORGE L. HAMEL,

221 South Broadway.

JOHN T. MORRIS, *ex-officio*,

43 North Charles Street.

H. E. SHEPHERD, *Sup't.*

FACULTY OF BALTIMORE CITY COLLEGE.

WILLIAM ELLIOTT, Jr., A. M., Ph. D, Principal,
Professor of Higher Mathematics.

J. ASBURY MORGAN, A. M., Ph. D., Vice-Principal,
Professor of the Greek Language and of Mental and Moral Philosophy.

JAMES R. WEBSTER,
Professor of Writing and Book-Keeping.

ANDREW S. KERR,
Professor of Mathematics and Astronomy.

A. L. MILLES, B. A.,
Professor of the French Language, and Adjunct Professor of Latin.

CHARLES F. RADDATZ,
Professor of the German Language.

CHAPMAN MAUPIN, M. A.,
Professor of the Latin Language.

POWHATAN CLARKE, M. D.,
Professor of Natural Science.

CHARLES C. WIGHT,
Professor of History and English Literature.

RICHARD W. PREECE,
Professor of Drawing.

ALEXANDER HAMILTON,
Adjunct Professor of English and Mathematics.

STEPHEN F. NORRIS,
Tutor.

HENINGHAM GORDON, B. A.,
Tutor.

COMMENCEMENT.

The names of the young gentlemen to whom certificates were given at the Commencement in June, 1878, in testimony of their having satisfactorily completed their respective courses of study, are as follows:

I. Of the Five Years' Course:—

HARRY MILTON CHENOWETH,
EDWARD JOSEPH GEIS,
JACOB GRAPE, JR.,
WALTER LEFEVRE.

II. Of the One Year Course:—

CHARLES E. BONDAY,
WM. A. CARLTON,
WM. E. CRAWFORD,
THOS. P. FARLEY,
ALBERT FEHSENFELD,
CHARLES K. GAULT,
JAMES E. GERAHTY,
MEYER B. GOLDSMITH,
CLARENCE HAMPSON,
ROBERT L. HASLUP,
JOHN W. HINDMAN,
CHARLES H. ROBERTS,
JOHN C. ROBERTS,
JOHN E. RUARK,
GEORGE SAHM,
JOHN F. SCOTT,
THOMAS J. WILSON.

The recipients of the Peabody Prizes were as follows:

Of the First Grade, One Hundred Dollars Each.

HARRY M. CHENOWETH,
EDWARD J. GEIS,
WALTER LEFEVRE.

Of the Second Grade, Fifty Dollars.

JACOB GRAPE, JR.

REPORT

OF THE

Principal of the Baltimore City College.

Baltimore, December 31, 1878.

To the Board of Public School Commissioners:

GENTLEMEN:

The following is the Fortieth Annual Report of the Baltimore City College:

The Twenty-Eighth Commencement was held on the evening of June 26, at which time, there was graduated the first class of young men, whose connection with the college had extended through a period of five years.

Though there was at this Commencement, an absence of much of the display, usual upon occasions of the kind, there was not less than the usual interest in the exercises, shown by the audience that filled to repletion the study hall of the College Building.

After prayer by Rev. Dr. Lefevre, John T. Morris, Esq., President of the School Board, briefly, but clearly stated the

object of the Board, in the extension of the course of study to one of five years.

At the close of Mr. Morris' remarks, which were listened to with evident satisfaction, Mr. Walter Lefevre, of the graduating class, delivered an oration on "College Life." Mr. Lefevre's oration, both in matter and manner, was very creditable, and was well received.

Rev. John B. Van Meter, of the class of 1859, was then introduced and made an address on the duty of the State in the matter of "Higher Education." After expressing his sense of obligation for the privileges he had enjoyed as a student of the College, and referring feelingly to those who were members of the Faculty, at that time, but since deceased, he proceeded to an exhaustive discussion of his subject.

In clearness of enunciation, in beauty of diction, in conclusiveness of reasoning, this effort of Mr. Van Meter's was a masterly one, and was highly appreciated by those who heard it.

Hon. Chief Judge Brown, after an earnest indorsement of the views advanced by Mr. Van Meter, in some well chosen words, congratulated the youth of Baltimore, on account of the opportunities of University culture, afforded them by the munificence of the late Johns Hopkins; expressing, at the same time, his gratification, as a Trustee of the University, that so large a proportion of the most promising of its matriculates had passed through the City College.

Judge Brown having concluded his remarks, the certificates, authorized by the proper authorities, were presented to the members of the five years and one year classes respec-

tively, by Hon. Otis Keilholtz, Acting Mayor, an Alumnus of the College.

The names of these young men and those of the recipients of the Peabody Prizes, which were presented by Prof. Uhler of the Peabody Library, will be found on a preceding page.

For the arrangement and superintendence of the musical portion of the exercises, we are indebted to Prof. S. S. Grauer, of the class of 1874, who kindly tendered his services for that purpose.

Prof. Grauer, and those assisting him contributed greatly towards making the occasion an interesting one.

At the Annual Examination for admission to the College, held on the 27th and 28th of June, three hundred and fifteen applicants presented themselves, of which three hundred and four were from the Grammar Schools, six from the English-German Schools and five from Private Schools. The number of these who were successful in gaining admission, was two hundred and eighty-six.

Special examinations were subsequently granted by the committee, to a number of applicants from Private Schools who, for reasons deemed satisfactory, did not present themselves at the regular examination. The names of some of these were added to the list of successful applicants.

The following is an exhibit of the roll of the school at the beginning of the Fall Term :

Students who returned after the Summer Term	246
Former students who re-entered	7
Students who entered from the Grammar Schools	247
Students who entered from the English-German Schools.	4
Students who entered from Private Schools.	21
Total number	525

It will be seen, by comparing this exhibit with the corresponding one of 1877, that the number of students on the roll of 1878, exceeds that of 1877, by ninety-one.

This large accession made it necessary to provide additional accommodation in the Study Hall; in doing which, every available portion of the hall was utilized, though not even then, was the supply of seats more than barely equal to the demand.

Before organizing the newly entering students into classes, a circular was sent to the parents or guardians of the same, containing such information in regard to the two courses of study, as would enable them to make for their respective sons or wards an intelligent choice thereof.

The number of responses to this circular, indicating the choice of the regular or five years course, was two hundred and twenty-eight, of the one year course forty-four.

In arranging the schedule of exercises for the year, the classification of the preceding year was followed, though, in so doing, it became necessary to make the first year classes much larger than usual, and thus proportionally to increase the labors of the gentlemen having charge of them.

The labors of the members of the Faculty, generally, were further increased by the withdrawal of Prof. Thayer from the duties of the class-room and his assignment to those of the Public School Teachers' Library.

Notwithstanding these facts, I am pleased to be able to say, that my colleagues, adapting themselves to this extra demand upon their services, are zealously and energetically working in their respective departments, to attain results, the best possible, under the circumstances.

Whilst the entire school session is spent either in preparation or recitation of the different subjects of study, I deem it proper to make mention here of the existence of two organizations, the duties of which receive the attention of some of our students, at stated times, other than school hours.

The first of these, has for its object that culture which is afforded by the preparation of essays on various subjects and discussions of questions of general interest.

Its exercises are conducted according to approved parliamentary usages, and are characterized by exhibitions of ability in the youthful aspirants for forensic honors, that are very gratifying.

The physical development of its members is the object of the second of these organizations.

To effect this result, about one hundred of our students, enrolled in two companies, meet two or three times a week in the yard of the College building, at the close of school, for practice in company movements and the use of the manual of arms, under the direction of Prof. Wight.

The degree of proficiency attained by them, has been demonstrated on the several occasions of their appearance in public, notably so at the last "Law Parade," at which time a place was assigned the battalion in the line, where the neat appearance and soldierly bearing of its members won for them the praise of all observers.

It is proper in this connection, to say that for the guns used by the cadets they are mainly indebted to the kind offices of Senator E. T. Joyce. The blouses and accoutrements were purchased with the proceeds of an entertainment

given by the students for that purpose, which was liberally patronized by a generous public.

Having stated these facts, I take occasion in concluding this report to express my opinion, based upon an intimate acquaintance with the school for the last twenty-five years, that, at no time during that period, has it been in a more prosperous condition nor more deserving of the confidence and liberal support of this community than it is at present.

To afford opportunities to our fellow citizens to form their own opinions upon these questions, I repeat here the invitation extended to them in my last report, to visit and examine the school, assuring a hearty welcome to all who may thus honor us.

It only remains for me to renew my acknowledgments to my colleagues, to the members of the Committee, to the Board, in general, for their continued co-operation with me in advancing the interests of the school.

Respectfully,

WM. ELLIOTT, JR.,

Principal.

CURRICULUM.

FIRST YEAR.

English Grammar and Analysis,
Elocution,
History of England,
Writing,
Physiology,
Latin, commenced,
Book-Keeping, commenced,
Algebra, completed,
Geometry, III Books.

SECOND YEAR.

Rhetoric, Composition and Elocution,
English Grammar and Analysis,
History of Rome,
Book-Keeping, continued,
Physical Geography,
Natural Philosophy,
Latin, continued,
German, commenced,
Geometry, completed,
Plane Trigonometry,
Mensuration.

THIRD YEAR.

Rhetoric, Composition and Elocution,
History of English Literature,
History of Greece,
Natural Philosophy, (full course,)
Astronomy, commenced,
Latin, continued,
German, continued,
Greek, commenced, (optional,)
French, commenced,
Surveying and Navigation,
Spherical Trigonometry.

FOURTH YEAR.

Original Speeches and Elocution,
English Literature,
History of the Ancient Empires,
Mental Philosophy,
Moral Philosophy,
Constitution of the United States,
Chemistry,
Latin, continued,
Greek, continued,
French, continued,
German, continued,
Analytical Geometry,
Astronomy, completed,
Review of Mathematics.

FIFTH YEAR.

Latin,
Greek,
Calculus,
English Literature,
Logic,
Moral Philosophy,
French,
German,
Chemistry,
Astronomy.

ONE YEAR COURSE.

English Grammar,
Commercial Arithmetic,
Book-Keeping and Business Correspondence,
History of the United States,
Physiology,
Drawing,
Physics.

Recitations of Baltimore City College.

79th and 80th Terms.

I. RECITATIONS HEARD EACH WEEK BY THE RESPECTIVE PROFESSORS.

PROF. ELLIOTT—Plane and Spherical Trigonometry, 4 times; Analytical Geometry, 4 times; Calculus, 2 times; Review of Mathematics, 4 times; Preparation, 5 times.....19

PROF. MORGAN—Greek, 12 times; Latin, 5 times; Mental Science, once; Constitution U. S., once; Preparation, 4 times.....23

PROF. WEBSTER—Book-Keeping, 13 times; Writing, 11 times.....24

PROF. KERR—Geometry, 15 times; Plane and Spherical Trigonometry, 4 times; Astronomy, 2 times; Preparation, 3 times.....24

PROF. MILLES—Latin, 15 times; French, 10 times.....25

PROF. RADDATZ—German, 15 times; History, 7 times; Preparation, 2 times.....24

PROF. MAUPIN—Latin, 22 times; Preparation, 2 times.....24

PROF. CLARKE—Natural Philosophy, 17 times; Chemistry, 5 times; Geology, once.....23

PROF. WIGHT—English, 17 times; Rhetoric, 4 times; Composition, once; Preparation, 2 times.....24

PROF. PREECE—Drawing, 16 times.....16

PROF. HAMILTON—Algebra, 16 times; Arithmetic, 5 times; Composition, 2 times; Preparation, once.....24

MR. NORRIS—Arithmetic, 8 times; History, 8 times; Composition, 5 times; English, 2 times; Ex. Composition, 2 times.....25

MR. GORDON—Latin, 10 times; Physiology, 11 times; Preparation, 4 times.....25

Recitations of Baltimore City College.

79th and 80th Terms.

II. RECITATIONS MADE EACH WEEK BY THE RESPECTIVE CLASSES.

J Class—Greek, 4 times; Latin, 4 times; English, once; French, 2 times; German, 2 times, Calculus, 2 times; Review of Mathematics, once; Mental and Moral Science, once; Astronomy, once; Book-Keeping, once; Chemistry, 2 times; Geology, once; Preparation, 3 times ...25

I Class—Greek, 4 times; Latin, 4 times; English, 2 times; German, 2 times; French, 2 times; Analytical Geometry, 4 times; Astronomy, once; Chemistry, 3 times; Const. U. S., once; Preparation, 2 times.....25

H^1 Class—Latin, 4 times; Greek, 4 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Preparation, 2 times.....25

H^2 Class—Latin, 5 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Review Mathematics, 2 times, Preparation, 3 times.....25

G Class—Latin, 5 times; Geometry, 5 times; German, 3 times; History, 2 times; Natural Philosophy, 3 times; English, 2 times; Drawing, 2 times; Book-Keeping, 2 times; Preparation, once.....25

F Class—Same as G.....25

E Class—Same as G.....25

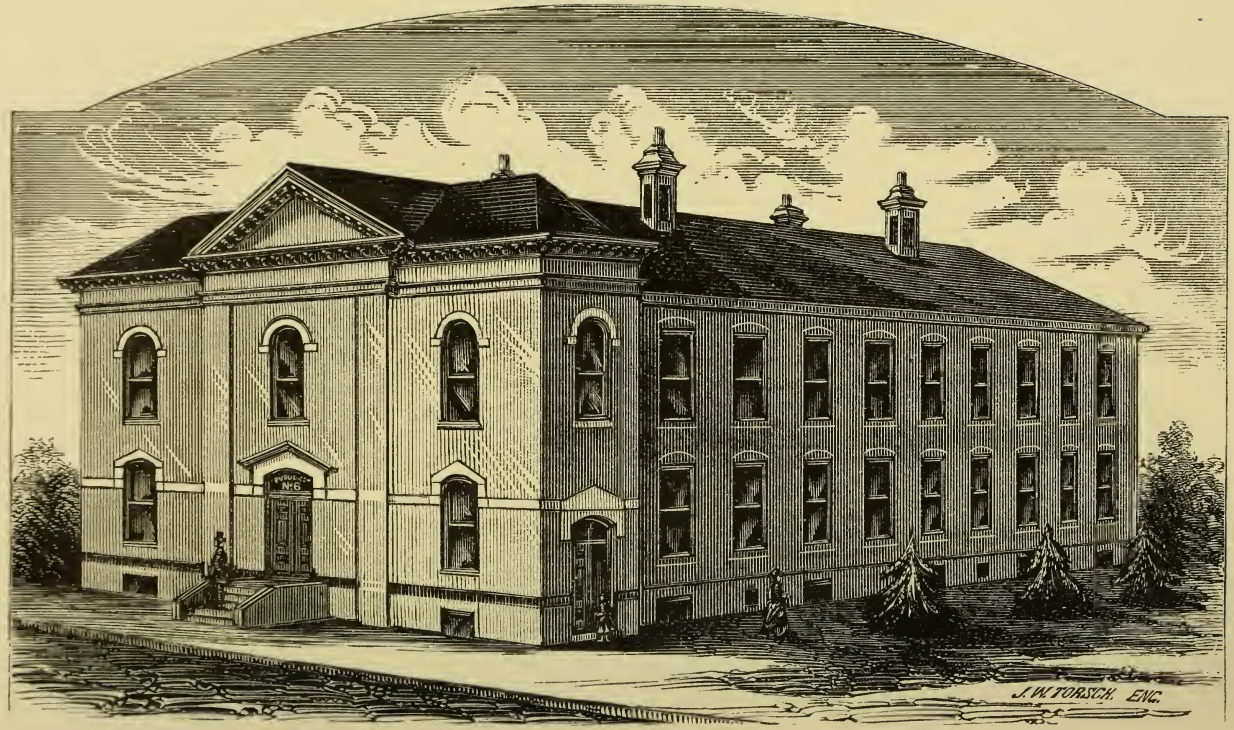
D Class—Latin, 5 times; History, 2 times; Arithmetic, 2 times; Composition, once; Physiology, 2 times; Algebra, 4 times; Drawing, 2 times; Book-Keeping, once; Writing, 2 times; English, 2 times; Preparation, 2 times.....25

C Class—Same as D.....25

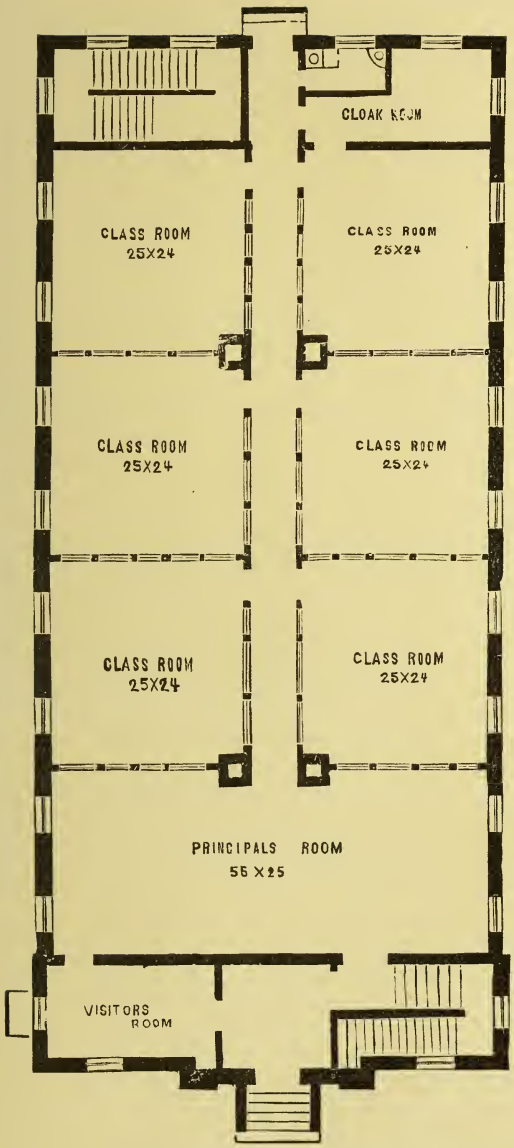
B Class—Same as D.....25

A Class—same as D.....25

A^2 Class—Arithmetic, 5 times; Physics, 2 times; English, 2 times; Composition, once; Physiology, 3 times; Drawing, 2 times; Book-Keeping, 3 times; Writing, 2 times; History, 2 times; Review, once; Preparation, 2 times.....25



Male and Female Grammar School, No. 6, Division Street, near Lanvale.



Ground Plan of No. 6.

REPORT OF THE PRINCIPAL

OF THE

Eastern Female High School,

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1878.

COMMITTEE

ON THE

FEMALE HIGH SCHOOLS.

JOHN P. POE,

WM. C. ATKINSON,

H. B. ROEMER,

WM. M. IVES,

W. W. MURRAY, M. D.

J. BROOK BOYLE, M. D.

JOHN T. MORRIS, *ex-officio*,

H. E. SHEPHERD, *Sup't.*

Faculty of the Eastern Female High School.

W. F. WARDENBURG,

Astronomy, Chemistry, Mental Philosophy, Algebra.

ELIZABETH A. BAER,

Rhetoric, Elocution, Composition.

PHEBE J. TOMPKINS,

Arithmetic.

SARAH H. BASSFORD,

Etymology, History, Composition, Rhetoric, Book-Keeping.

MARY C. GEDDES,

Algebra, Geometry.

LAURA V. DeVALIN,

Physiology, English Literature, Composition.

ELIZA D. NICOLAI,

History, Natural Philosophy, Composition.

LAURA M. MULLEN,

Drawing.

LOUISA BROWNING.

Grammar, Composition, Literature.

AMANDA DUBRIEUL,

French.

W. A. TARBUTTON,

Vocal Music.

GRADUATES.

Barrett, Rosalie A.

Bernei, Rose.

Bloxham, Nellie E.

Carroll, Kate E.

Castine, Annie M.

Cox, Mary R.

Davis, Elizabeth.

Ford, Carrie B.

Hall, Lulie M.

Hudgins, May C.

Kelly, Hannah M.

Loane, Florence.

Ludington, Minnie E.

McCaddin, Margaret E.

McDevitt, Annie E.

Miller, Carrie E.

Morris, Elizabeth M.

Morris, Margaret V.

Murphy, Mary E.

Pridham, Frances E.

Richmond, Mary E.

Salter, Hattie A.

Scheldt, Katie M.

Scott, Annie M.

Stinson, Emma V.

Vickers, Annie B.

Wightman, Virginia B.

Willis, Rachael A.

Winks, Bertha.

Young, Mary E.

Recipients of the Peabody Medals.

FIRST GRADE.

Miss MARY E. MURPHY,
" ROSE BERNEI,
Miss CARRIE E. MILLER,
" ANNIE M. SCOTT,
Miss ANNIE B. VICKERS.

SECOND GRADE.

Miss NELLIE E. BLOXHAM,
" CARRIE B. FORD,
" VIRGINIA B. WIGHTMAN,
" RACHEL A. WILLIS,
" FLORENCE LOANE,
Miss MARY E. RICHMOND,
" ELIZABETH M. MORRIS,
" MARY R. COX,
" ELIZABETH DAVIS,
" LULIE M. HALL.

Recipients also of the Maryland Institute Full Membership Tickets for one year, and of tickets to Lectures Peabody Institute.

ADDITIONAL NUMBER RECEIVING TICKETS

—TO—

Lectures Peabody Institute.

Miss MARGARET V. MORRIS,
" FRANCES E. PRIDHAM,
" ANNIE E. McDEVITT,
" KATIE M. SCHELDT,
" HATTIE A. SALTER,
Miss MARGARET E. McCADDIN,
" ANNIE M. CASTINE,
" MARY E. YOUNG,
" MINNIE E. LUDDINGTON,
" EMMA V. STINSON.

REPORT

OF THE

Principal of Eastern Female High School.

Baltimore, December 31, 1878.

To the Commissioners of Public Schools:

GENTLEMEN:

In compliance with a rule of the Board, I respectfully submit the report of this Institution for the year ending with the above mentioned date.

The number of pupils on roll at the present writing is 313, and the average attendance about 93 per cent.

The condition of the school is, in most respects, satisfactory. The teachers labor earnestly to make their departments efficient, and many of the pupils give gratifying evidence that they are acquiring the mental discipline necessary to the proper fulfilment of the duties of life. It may be here stated, that decided improvement in the work of the classes is manifest, since the adoption of a resolution requiring every

pupil to make an average of sixty in each study, in order to secure promotion. This measure must necessarily elevate the standard of the school and enhance the value of its diploma. Under the general average, as may be seen from the records, an almost absolute ignorance of some of the essential branches was not sufficient to prevent graduation.

In all systems of education, the health of the children should be the first care. The requisites, in this connection, are well constructed school-houses and physical training. The building we occupy is well lighted and dry, but so arranged, that it is almost impossible in cold weather to have, at the same time, proper ventilation and heat sufficient for the comfort of the pupils. Physical culture is not included in our curriculum, and, as parents seem to pay but little attention to the subject at home, our girls are not so strong and healthy as they should be.

No school is complete without a library of reference books, and we are without such a library. We also need chemical and physical apparatus.

The present arrangement for dismissing the school is defective. To reach the bonnet-room, which is situated in the cellar, the young ladies are compelled to pass down and up a narrow stairway. As this causes a loss of time, and might, in case of panic, be a source of danger, I hope the matter may receive early attention.

On the first day of October, Miss Henrietta J. Brewer, an esteemed member of our Faculty, died. Miss Brewer was a successful and faithful teacher, a devoted daughter,

and a valued friend. Her memory has an abiding place in the hearts of her associates and her pupils.

I desire, before closing this report, to thank the Committee on High Schools for the courtesy and aid they have extended to me at all times

I am also indebted to Prof. Shepherd for many valuable suggestions, and for the interest he has manifested in the welfare of the school.

W. F. WARDENBURG.

Principal.

SUMMARY

Of Annual and Special Examinations for 1878.

GRAMMAR, PRIVATE AND ENGLISH-GERMAN SCHOOLS.	Examined.	Admitted.
No. 2	22	21
" 3	18	18
" 5	11	11
" 7	1	1
" 11	21	18
" 13	36	36
" 17	18	18
" 20	24	23
" 2 English-German School	2	2
Private Schools	1	1
Total	154	149

Class Recitations.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

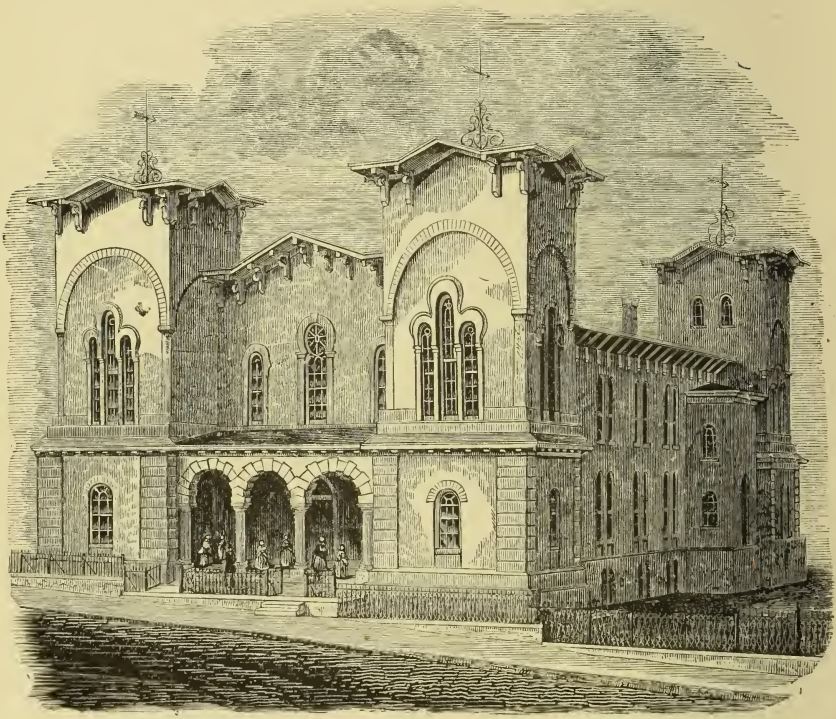
K AND L--Mental Philosophy, 3; Algebra, 2; Chemistry, 3; English Literature, 2; Grammar, 1; Elocution, 2; Book-Keeping, 2; Arithmetic, 2; Drawing, 2; French, 2; Music, 2; Composition, 2.

H AND I--Astronomy, 4; English Literature, 1; Rhetoric, 2; Elocution, 1; Algebra, 3; History, 2; Geometry, 3; Mensuration, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

E AND G--Rhetoric, 3; Literature, 2; Elocution, 1; Algebra, 3; Arithmetic, 3; Natural Philosophy, 4; Experiments, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

A, B, C AND D--Physiology, 4; History, 4; Etymology, 2; Grammar, 2; Composition, 1; Arithmetic, 3; Algebra, 3; Drawing, 2; French, 2; Music, 2.

K AND L.....Fourth Year Classes.
H AND I.....Third " "
E AND G.....Second " "
A, B, C AND D.....First " "



Western Female High School.

REPORT OF THE PRINCIPAL

OF THE

Western Female High School,

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1878.

COMMITTEE

ON THE

FEMALE HIGH SCHOOLS.

JOHN P. POE, *Ch'n.*

J. BROOK BOYLE, M. D.

H. B. ROEMER,

WM. M. IVES,

W. W. MURRAY, M. D.

WM. C. ATKINSON,

JOHN T. MORRIS, *ex-officio*,

H. E. SHEPHERD, *Sup't.*

Faculty of the Western Female High School.

D. A. HOLLINGSHEAD, A. M., *Principal*,

Astronomy, Chemistry, Mental and Moral Philosophy, Algebra and Experiments in Physics.

P. A. HARTMAN,

English Literature, Rhetoric, History and Composition.

S. S. RICE,

Rhetoric, Elocution, Etymology, Grammar and Composition.

J. S. WILLIAMS,

Algebra and Composition.

EMMA COWMAN,

Rhetoric, Physiology, Etymology and Composition.

H. C. ADAMS,

English Literature and History.

L. C. SAUMENIG,

Geometry, Book-Keeping, Physiology and Arithmetic.

ISABEL HAMPSON,

Physics, Algebra and Composition.

Mrs. A. P. TUDOR,

Arithmetic.

L. D. BRIAN,

Grammar, Etymology, Astronomy and Composition.

E. J. DAVIS,

Drawing.

Prof. DeGOURNEY,

French.

W. A. TARBUTTON,

Music.

Graduates Receiving the Peabody Medals.

FIRST GRADE.

Miss CARRIE WILSON,
" ALICE H. MURPHY,
Miss FANNIE E. PRAY,
" ALICE DUNCAN,
Miss LOU DARBY.

SECOND GRADE.

Miss MARY V. BAYNE,
" MATTIE MATTHAI,
" LIDA HOBBS,
" BELLE G. SMILEY,
" LIDA C. ROBINSON,
Miss SUDIE M. POLE,
" MARY G. GRASTY,
" ADA POST,
" ELLA JORDAN,
" BESSIE HISS.

Additional Number Receiving Tickets to Lectures Peabody Institute.

Miss MABLE SCHMIDT,
" ELEANOR COLEMAN.
" LIZZIE FAIRBANK,
" MAMIE P. REDGRAVE,
" FANNIE P. RYAN,
Miss BESSIE BANSEMER,
" OLIVE F. GEORGE,
" LULA DASHIELL,
" ANNIE GREENFIELD,
" BELLE C. BILLINGS.

NAMES OF GRADUATES WITH THEIR THESES.

FRANK ARDIN.....*At the Flaming Forge of Life*
————.....*Our Fortune must be Wrought*
SUSIE BANSEMER.....*Beefsteak versus Love*
BESSIE BANSEMER.....*Communism*
MARY V. BAYNE.....*The Spirit of Chivalry*
BELLE C. BILLINGS.....*Copy-right and Copy-wrong*
ELEANOR W. COLEMAN.....*Unexplored Remainders*
LOU DARBY.....*Evil Genii*
LULA DASHIELL.....*Our Dead Poet*
ALICE DUNCAN.....*Beyond the Alps lies Italy*
LIZZIE FAIRBANK.....*The World from my Window*
OLIVE T. GEORGE.....*Woman's Sphere*
NENA GODFREY.....*A Voyage*
JENNIE GILMYER.....*No Excellence without Labor*
MARY G. GRASTY.....*Imagination versus Reality*
ANNIE GREENFIELD.....*The Vikings*
FANNIE L. HODGES.....*The World of Chance*
LIDA HOBBS.....*The Law of Progress*
BESSIE HISS.....*School-girls and—What?*
ELLA JORDAN.....*Pen, Ink and Paper*
LAURA KIRWAN.....*Benevolence*
ALICE H. MURPHY.....
ON THE FACE OF ALL THINGS IS WRITTEN CHANGE
MATTIE MATTHAI.....*Hard Times*
JENNIE MACKEE.....*The Beacon Star of Life*
FANNIE E. PRAY.....*SALUTATORY*
MAMIE E. PROCTOR.....*Clouds*
ADA T. POST.....*Method, the Hinge of Success*
SUDIE M. POLE.....*Nature's Handiwork*
FANNIE P. RYAN.....*Has the World Degenerated?*
BERTHA E. RODENMAYER...*Is the Pursuit of Happiness the Chief Object in Life?*
LIDA C. ROBINSON.....*The Phonograph*
CLARA A. ROBINSON.....*Rise and Progress of Knowledge*
MAMIE P. REDGRAVE.....*Spirit of Discovery*
MABLE C. SCHMIDT.....*Footprints of Time*
ISABEL STONE.....*Curtains*
BELLE G. SMILEY.....*Is Ambition Commendable?*
CARRIE M. SPICE.....*Turning Over New Leaves*
TINA TODHUNTER.....*Milton and Dante*
SALLIE M. VAN DANIKER.....*Rest, and be Thankful*
FLORA WHITE.....*Self-Education*
ANNIE WILSON.....*Woman's Work*
CARRIE WILSON....."*MOVE UPWARD, WORKING OUT THE BEAST, AND LET THE APE AND TIGER DIE.*"

REPORT

OF THE

Principal of Western Female High School.

Western Female High School,

Baltimore, December 31, 1878.

Commissioners of Public Schools:

Gentlemen:

The thirty-third Annual Report of this Institution is herewith respectfully submitted. At the close of the last session we had on roll 343 pupils. At the opening of the present session 243 of these returned to school.

Of those admitted at the Annual Examination of Candidates from Female Grammar Schools, held July last, 222 entered. Admitted by Special Examination, 3.

Aggregate number on roll, 468.

Withdrawals to date, on account of personal ill health, removals from the city, and other unavoidable causes, 20. Transferred to Eastern Female High School on account of

the parents having removed to the vicinity of that Institution, 1.

Although 86 of our pupils have been neither absent nor late since the beginning of the session, still our average attendance has been only 91 per cent. during the year. This was owing to the fact that quite a number were frequently detained from school by protracted personal sickness. Some, indeed, have lost from 40 to 50 days, for like cause. Others have been required by their parents, under the advice of their physicians, to leave school, on account of ill health.

While the general progress of the pupils, as evidenced by their recitations and examinations, has been to a good degree satisfactory, still there are those, either from frequent absence, or a want of ability, successfully to prosecute the High School course of study who fail to attain that degree of scholarship, creditable to themselves or to the Institution.

The general deportment of the pupils, was in the highest degree, commendable. They were courteous and respectful to their teachers, and exceedingly pleasant in their intercourse with each other. The importance of such a state of feeling between teachers and pupils, cannot be too highly estimated. It removes many of the uneven places in school life, and establishes a becoming sympathy between the teachers and the taught.

No change has been made in our curriculum, since our last report. Prof. P. F. DeGourney, who has been placed in charge of the department of French, is a gentleman of fine culture, and by his bland and courteous manners, has proved himself a most acceptable teacher. We feel quite certain that the plan of assigning a teacher of French to

each High School, exclusively, will prove a decided change for the better. We have already noticed much greater interest manifested by the pupils, generally, in the study of French, than under the previous arrangement.

We cannot, in view of the great interests committed to our care, under the direction of your honorable body, refrain from again calling attention to those wants, which we have, on several similar occasions presented, with the urgency which their importance demanded.

Two additional class-rooms have been greatly needed for several years, to secure that efficiency in the different departments, which all so earnestly desire, and as our numbers annually increase, does not the demand for them become the more imperative?

With regard to the additional supply of apparatus for the departments of physics and chemistry, we have only to say, that each year, this want becomes increasingly urgent, as the developments of these sciences render new illustrations necessary, which, with the apparatus at our command, cannot be given.

Our twenty-sixth Annual Commencement was held in the "Academy of Music," June 28th, and the exercises, on the occasion, seemed to give general satisfaction to the large and intelligent audience that favored us with their presence.

Otis Keilholtz, Esq., acting Mayor, awarded the usual certificates of scholarship and merit to the young ladies, who had satisfactorily completed our full course of study. Their names and theses, may be found on an accompanying paper. Prof. Uhler, of the Peabody Institute, distributed the Peabody Gold Medals to the fifteen young ladies, that

had attained the highest degree of merit. J. H. Bond, Esq., President of the Maryland Institute, presented to each of the same graduates, a ticket of free admission to the regular Institute Lectures. Their names will also be found accompanying this report.

Another interesting feature of the Commencement, was the presentation of prizes awarded to Miss Alice Duncan and Miss Lula Dasheill, for proficiency in the plays of Shakespeare. These prizes are awarded by the new Shakespeare Society of London, to such pupils, in any Institution, as manifest the greatest acquaintance with the plays of the poet, and the most intelligent appreciation of their spirit and character. The presentation was made by J. P. Poe, Esq., chairman of the committee in his usually felicitous manner.

I take great pleasure in bearing testimony to the earnest efforts of the teachers, associated with me, to render their several departments efficient in the highest degree.

To the members of the Committee on Female High Schools we tender our thanks for the deep interest they have ever manifested in the general workings of this Institution. And to the entire board and its officers we also tender thanks for their courtesy and prompt response, to every call, which our official relations required us to make upon them.

Your attention is invited to the accompanying papers for statistical facts which could not be as satisfactorily presented in any other way.

In closing this report, we feel that it becomes us all, to render gratitude to the Wise Disposer of events, for his pro-

tecting care over our Institution, during another year, and to express the hope that his continued blessing may be vouchsafed to it.

Very truly, yours, &c.,

D. A. HOLLINGSHEAD,

Principal.

SUMMARY

Of Annual and Special Examinations.

GRAMMAR, ENGLISH-GERMAN AND PRIVATE SCHOOLS.	Examined.	Admitted.
No. 1 Female Grammar School	50	50
" 4 " "	19	19
" 6 " "	19	19
" 8 " "	19	19
" 9 " "	15	13
" 10 " "	19	18
" 15 " "	24	24
" 12 " "	14	14
" 18 " "	23	23
" 19 " "	25	25
" 21 " "	18	18
" 1 English-German "	6	6
" 2 " "	2	2
By Special Examinations	8	3
	260	253

RECITATIONS

OF THE

Western Female High School.

RECITATIONS HEARD EACH WEEK BY THE DIFFERENT TEACHERS.

HOLLINGSHEAD—Algebra Reviewed, 3 times; Astronomy, 5; Mental and Moral Philosophy, 5; Chemistry, 4; Experiments in Physics, 1.

HARTMAN—English Literature, 8; Rhetoric, 4; History, 4; Composition, 4; Ex. Written Composition, 5.

RICE—Rhetoric, 4; Grammar, 2; Elocution, 13; Etymology, 2; Composition, 2; Ex. Written Composition, 2.

WILLIAMS—Algebra, 20; Composition, 2; Ex. Written Composition, 3.

COWMAN—Physiology, 12; Rhetoric, 6; Composition, 2; Ex. Written Composition, 3.

ADAMS—History, 20; English Literature, 4.

SAUMENIG—Geometry, 6; Mensuration, 2; Book-Keeping, 4; Physiology, 8; Arithmetic, 3; Recording, 2.

HAMPSON—Physics, 12; Algebra, 4; Composition, 3; Ex. Composition, 6.

TUDOR—Arithmetic, 25.

BRIAN—Grammar, 10; Etymology, 6; Astronomy, 2; Composition, 2; Ex. Composition, 5.

DAVIS—Drawing, 24.

DEGOURNEY—French, 24

TARBUTTON—Music, 10.

Class Recitations.

RECITATIONS AND OTHER WORK PERFORMED EACH WEEK BY THE DIFFERENT CLASSES.

L^1 AND L^2—Mental and Moral Philosophy, 3 times; Algebra Reviewed, 2; Chemistry, 3; English Literature, 2; French, 2; Arithmetic Reviewed, 2; Grammar Reviewed, 1; Drawing, 2; Music, 2; Composition in School, 2; Book-Keeping, 2; Elocution, 2.....25

I AND K—Astronomy, 4; English Literature, 1; Algebra, 3; Geometry, 3; Mensuration, 1; French, 2; Drawing, 2; Music, 2; Composition in School, 2; Rhetoric, 2; History, 2; Elocution, 1.....25

F, G AND H—English Literature, 2; Algebra, 3; Physics, 5; French, 2; Arithmetic, 3; Drawing, 2; Music, 2; Composition in School, 2; Rhetoric, 3: Elocution, 1.....25

A, B, C, D AND E—Algebra, 2; French, 2; Etymology, 2; Arithmetic, 3; Drawing, 2; Music, 2; Composition in School, 1; History, 4; Elocution, 1; Physiology, 4; Grammar, 2.....25

L^1 AND L^2 are.....Fourth Year Classes.

I AND K are.....Third " "

F, G AND H are.....Second " "

A, B, C, D AND E are.....First " "

GRADES FOR PRIMARY SCHOOLS.

FIFTH GRADE.

Alphabet Class—Alphabet from black-board or chart. Count by ones and twos to 100. Numeration and Notation as far as 100. Addition table to 100.

Primer Class—Spelling from first half of First Reader and black-board.

Reading—First half of First Reader. Teach use of period. Endeavor to get the pupils to read with attention. This can be tested by questioning or requiring them to relate in their own language what is said in the lesson. From the beginning inculcate habits of correct speaking. *Principals are requested not to permit any pupil in any grade "to pass" in reading who is not proficient.*

Arithmetic—Notation and Numeration as far as 500. Add, in columns of two figures, five, six and seven lines. Do not confine attention to abstract numbers simply, but vary the exercises with easy practical examples.

Mental Arithmetic—Count by ones, twos and threes to 100. Solve easy practical examples.

Penmanship—Elements and principles of small letters.

Vocal Music—As prescribed for the grade.

Drawing—As prescribed for the Grade. Use slates.

FOURTH GRADE.

Spelling—Words of one syllable to be taken from the grade in reading.

Reading—Second half of First Reader and Review. Teach names of comma, semicolon, colon and period. Observe carefully directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing five figures. Add in columns of five figures, five, six, seven and eight lines.

Observe carefully directions for Fifth Grade.

Mental Arithmetic—Count by threes, fours, fives, sixes, and sevens. Solve easy practical examples.

Penmanship—Thirteen short letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

THIRD GRADE.

Spelling—Words of one and two syllables to be taken from the grade in reading.

Reading—Second Reader to page 64. Continue the instruction in punctuation. Observe carefully the directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing seven figures. Addition, Subtraction, and Multiplication by one figure. In Addition use five and six figures of eight and ten lines. In Subtraction use small examples, and make the operation well understood. Multiplication table through 9 x 12. Observe carefully directions for Fifth Grade.

Mental Arithmetic—Subtract any single number from any double number less than fifty. Count by sixes, sevens, eights, and nines. Practice in easy practical examples involving the rules which have been taught.

Penmanship—Stem and loop letters. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates.

SECOND GRADE.

Spelling—Words of one and two syllables taken from the grade in reading.

Reading—Finish Second Reader. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade.

Arithmetic—Numeration and Notation through numbers containing nine figures. Addition, Subtraction, Multiplication, and Division by one figure.

Multiplication table through 12 x 12. Observe carefully directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in preceding grades. Practice the pupils in easy practical examples involving the rules which have been taught.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Drawing—As prescribed for the grade. Use slates and cards.

Music—As prescribed for the grade.

FIRST GRADE.

Spelling—words of one, two and three syllables, taken from the grade in reading.

Reading—Third Reader to page 119. Continue the instruction in punctuation. Observe carefully directions for Fifth Grade. In this grade the pupil may be required occasionally to write in his own language what is said in the lesson.

Arithmetic—Numeration, Notation, Addition, Subtraction, Multiplication, Short Division, and Long Division with four figures for a divisor. Solve easy practical examples, involving these rules. Observe directions for Fifth Grade.

Mental Arithmetic—Keep up what has been taught in the preceding grades, and vary these exercises with easy practical examples, involving the rules taught.

Geography—Teach from the Outline Maps of the Hemispheres and the black-board, the natural divisions of land and water, the continents, the grand divisions, the oceans, and the cardinal points of the compass. No books needed.

Penmanship—No. 2 Primary Course. No examination required in capitals.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade. Use slates and cards.

GRADES FOR MALE GRAMMAR SCHOOLS.

FIFTH GRADE.

Spelling—To page 15 inclusive. Assign short lessons. Require frequent exercises in sentence making, in order to illustrate the use and meaning of words in the grade. This exercise will serve as an introduction to composition. The words selected for these exercises should be easy and simple, and the sentences short.

Reading—Third Reader. Pay strict attention to enunciation, pronunciation, punctuation, and the definition of words. Be careful to see that the pupils understand what they read. This can be tested by requiring them to translate into their own language, grammatically, the story or incident that is the subject of the lesson. Careful examination in reading. Read daily. Principals are requested not to mark as passed any pupil, in any grade, who is not proficient in reading.

Arithmetic—From chapter 10, page 74, to bottom of page 87. Teach all that is necessary respecting the greatest common divisor and the least common multiple, to enable the pupils to solve the examples in case 1 and case 5, Reduction of Fractions. Teach the Grade to solve EASY examples in Addition of Fractions, and vary the exercises with practical examples, involving the four fundamental rules of Arithmetic. At least one half the time assigned to Arithmetic should be given to Mental Arithmetic, and to practical examples.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*, teach the first twelve lessons, making them as far as possible object lessons. Teach also lessons 13, 21, 24, 26, 27, 28, the capital of Maryland and the United States.

Grammar—Oral instruction on the Noun, Verb, Adjective and Pronoun. Require the pupil to point out these parts of speech in the reading lesson. Dictation exercises and sentence making should considered exercises in

Grammar and Writing. Endeavor from the beginning to inculcate habits of correct speaking.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FOURTH GRADE.

Spelling—To page 30 inclusive. Observe directions for Fifth grade.

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From 74 to 99 inclusive. Review preceding grade. The examination will not contain very difficult examples in fractions, and any correct method of working them will be satisfactory. Vary the exercises with practical examples involving the rules which have been taught. Instruct the pupils to handle numbers with accuracy and facility.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*, from 74 to 95, inclusive. Frequent exercises upon the Outline Maps.

Grammar—Large print from page 34 to "Properties of Verbs" on page 70, omitting "Orthography," "Classes of Adjectives," "Classes of Pronouns," and "The Formation of Comparatives and Superlatives." Parse selections from the book. Observe directions for Fifth grade.

Penmanship—Letters containing the seventh principle, and the same principle incorporated into words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

THIRD GRADE.

Spelling—To page 45 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Fourth Reader. Observe directions for Fifth grade. Read daily. Careful examination in reading.

Arithmetic—From page 100 to 140 inclusive, omitting "Circulating Decimals." Vary the exercises with practical examples involving the rules which have been taught. Review the preceding grades.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 24, omitting Lessons 10, 11, 12, 13, 17, 18 and 19. Teach the text of the Descriptive Geography as a reading lesson. Exercise frequently upon the Outline Maps.

Grammar—Large print from page 34 to page 100 inclusive, omitting "Orthography." Observe directions for Fifth grade. Parse selections from the book and the reader.

Composition—Once in two weeks.

Penmanship—Letters containing the eighth and ninth principles and their accompanying words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

SECOND GRADE.

Spelling—To page 60 inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar, under the head of "Orthography."

Reading—Fifth Reader. Observe directions for Fifth grade. Careful examination in reading. Read daily.

Arithmetic—From page 141 to section 304, omitting "Longitude and Time." Review the preceding grades, and vary the exercises with practical examples, involving the rules which have been taught.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 53, inclusive, omitting Lessons 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 61, 63, 64, 65, 66. Prepare Lesson 47. Use the text of the Descriptive Geography as a

reading lesson. Exercise the class frequently upon the Outline Maps. Teach the boundaries of States and Territories.

Grammar—From page 34 to 100, large and small print, omitting "Orthography." The pupils need not commit to memory the lists of adverbs, conjunctions and prepositions. They should be taught to distinguish and apply them rather than to memorize them. Parse selections from the book and the reader. Observe directions for Fifth grade.

Algebra—To page 46, section 80.

Definitions in Algebra—To page 46, section 80.

Penmanship—First half of No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FIRST GRADE.

Spelling—To page 75, inclusive. Observe directions for Fifth grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Sixth Reader twice and U. S. History, once a week. Explain principal events in the History of the U. S.

History of Maryland (Onderdonk's Revised Edition), three times a week.

Arithmetic—Teach the entire book; but the questions for the examination will be selected from the subjects taught in the preceding grades as well as the following: Percentage, Profit and Loss, Simple Interest, Discount, Bank Discount, Commission, Insurance, Simple and Compound Proportion, Analysis, and Square Root with applications. Give to the other subjects as much time as in the judgment of the Principal can be allowed to them, in proportion to their importance.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, Lessons 76, 77, 78, 79, 80, 81, 82, 83, 92, 93, 100, 109, 115, 122, 123, 124, 125, and Map of Maryland, with questions. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Maps, especially in learning the boundaries,

cities, mountains, rivers, population, soil and climate, government, principal productions, and area of the different countries of the world. This should be done, so far as possible, in all the Grades. The examinations in Geography will be taken from the limits assigned to the different Grades.

Grammar—From page 101 to page 146, omitting pages 110, 112, 113 and 114. Review preceding grades, omitting, "Orthography." In composition pay strict attention to punctuation, spelling and the grammatical construction of sentences. Parse selections from the reader and from the classic writers of the English language both in poetry and prose. Endeavor in every way in all the grades to teach the correct use of language more than technical and formal grammar.

Composition—Assign an exercise once in two weeks. Divide the class into two sections, so that the first shall write one week, and the second the following.

Algebra—To page 134.

Algebra Definitions—To page 134.

Penmanship—Second half of No. 4.

Book-keeping—To be taught during the time formerly allotted to music.

Drawing—As prescribed for the grade.

Grades For Female Grammar Schools.

The 5th, 4th, 3d and 2d grades are the same, except Algebra, as in the Male Grammar Schools.

In first grade, in Arithmetic, teach sections 305, 306, and the following subjects: Percentage, Profit and Loss, Simple Interest, Bank Discount, Proportion and Analysis.

The balance of first grade is the same as in Male Grammar Schools, exing Algebra and Book-keeping.

CATALOGUE

— OF —

Books and Stationery

— USED IN THE —

Public Schools of Baltimore City.

For Baltimore City College.

Gildersleeve's Latin Reader,
" " Primer,
Gildersleeve's Latin Exercise Book,
Gildersleeve's Latin Grammar,
Cæsar (Chase and Stuart's,)
Sallust (Chase and Stuart's,)
Cicero's Orations (Anthon's)
Ovid (Chase and Stuart's,)
Virgil (Chase and Stuart's.)
Horace " " "
Crooks and Schem's Latin Dictionary,
White's Greek Lessons,
Tyler's edition of Tacitus,
Goodwin's Greek Grammar,
Goodwin's Greek Reader,
Xenophon's Anabasis (Goodwin,)
Herodotus (Johnson's,)
Anthon's Homer's Iliad,
Liddell and Scott's Greek Lexicon,
Adler's German Dictionary,
Progressive German Reader, by G. S. Adler,

Iphigenia and Torquato Tasso, by Goethe,
Otto's German Grammar,
Schiller's Wm. Tell,
Whitney's German Grammar,
Lessing's Minna Von Barnhelm,
Schiller's Neffe als Onkel,
De Fivas' Elementary French Reader,
Value's Ollendorf's French Grammar,
Voltaire's Charles Twelfth,
Davies's Legendre's Geometry,
Loomis's Analytical Geometry,
Loomis's Calculus,
Ray's Surveying,
Ray's New Higher Algebra, (Part Second,)
Lockyer's Astronomy,
Olney's General Geometry and Calculus,
Literature Francaise, M. Chapsal,
Flemming and Tibbin's French Dictionary,
Shepherd's History of the English Language,
Whitney's English Grammar,
Quackenbos's Compositions,
Newell and Creery's Sixth Reader,
Zacho's New American Speaker,
Collier's British Empire (Small,)
Bolmar's French Verbs,
Quackenbos's History United States,
Smith's History of Greece,
Liddel's History of Rome,
Alexander's Moral Science,
Alden's Science of Government,
Haven's or Upham's Mental Philosophy,
Norton's Philosophy,
Barker's Chemistry,
Dana's Geology,
Hutchinson's Physiology,
Webster's High School Dictionary,
Crittenden's Book-Keeping,
Hepburn's Manual of Rhetoric,
How to write Letters—Westlake.
Avory's Nat. Philosophy,

For Female High Schools.

Surenne's French Pronouncing Dictionary,
Keetel's French Series,
Westlake's English Literature,
Shaw's English Literature,
Boyd's Thompson,
" Milton,
Moral Philosophy (Alden's)
Baine's Rhetoric,
Fasquelle's French Reader,
Pinney's French Reader,
Newell and Creery's Fifth Reader.
Newell and Creery's Sixth Reader,
Fewsmith's Large Grammar,
Anderson's Universal History,
Rolfe and Gillet's Chemistry, (Small,)
Hutchinson's Physiology,
Webster's High School Dictionary,
Upham's Mental Philosophy,
Norton's Natural Philosophy,
Webb's Etymology,
Quackenbos's Arithmetic,
Ray's New Elementary Algebra,
Brook's Normal Geometry and Trigonometry,
Lockyer's Astronomy,
Crittenden's Book-Keeping,
Cornell's Physical Geography.

For Grammar Schools.

Crittenden's Elementary Book Keeping,
American Educational Series of Readers, Nos. 3 & 4,
Newell and Creery's Fifth Reader,
Newell and Creery's Sixth Reader.
Creery's Gram. School Spelling Book,
Swinton's Language Primer,
Creery's Catechism of the History of the United States,
Cornell's Primary Geography,
Cornell's Intermediate Geography (Maryland Edition),
Quackenbos's Practical Normal Primary Arithmetic,

Quackenbos's Mental Arithmetic,
Quackenbos's First Lessons in Composition,
Quackenbos's U S. History,
Webster's School Dictionary,
Webster's Unabridged Dictionary,
Lippincott's Gazetteer,
Fewsmith's English Grammar (Small),
Ray's New Elementary Algebra (Male Schools),
Bibles (12mo., sheep),
Douay Bibles (12mo., sheep,
Payson, Dutton and Scribner's System of Penmanship,
McSherry's History of Maryland, abridged by Onderdonk (3d Revised edition),
The Gem, a selection of songs for Grammar and Primary Schools,
Walter Smith's System of Drawing.

For English-German Schools.

Dr Otto's First Book in German,
Dr. Otto's Beginning of German,
Dr. Otto's Introductory Reader, by Prof. E. S. Joynes (in two parts).

For Primary Schools.

American Educational Reader—First,
American Educational Reader—Second,
American Educational Reader—Third,
Creery's Primary School Spelling Book,
Webster's Primary Dictionary,
Webster's National Pictorial Dictionary,
Cornell's Primary Geography,
" First Steps in Geography,
Spelling and Alphabet Cards,
Bibles and Testaments,
" " Douay,
The Gem,
Quackenbos's Primary Arithmetic,
Walter Smith's System of Drawing,

Stationery for all the Schools.

Platner and Porter's Cap Paper—good quality.
Note Paper.
White Envelopes—good quality.
Buff Envelopes—good quality.
Mucilage (Stickwell's).
Ink-Wells—with covers
German Slate Pencils.
Soap-Stone Slate Pencils.
Lead Pencil's (Faber's) American and Eagle.
Pen Holders.
Pencil Holders.
Principals' Gongs.
Assistants' Gongs.
Slates—good quality—Wired—Round Corners—6½ by 9.
Slates—good quality—Wired—Round Corners—8 by 12.
Slates—good quality—Wired—Round Corners—8½ by 12½.
Black-Board Rubbers.
Teachers' Ink Stands with Racks.
Chalk Crayons.
Excelsior Copy Books.
Copy Book Covers.
Composition Books.
Teachers' Roll Books.
Principals' Registers.
Pelton's Outline Map of the U. S.—(Muslin Mounted).
Pelton's Outline Map of the E. H.—(Muslin Mounted).
Pelton's Outline Map of the W. H.—(Muslin Mounted).
Pelton's Outline Map of Europe—(Muslin Mounted).
Pelton's Outline Map of S. A. and Africa—(Muslin Mounted).
Ink—Arnold's, Maynard & Noyes', Carter's Violet and Black Continental and Ingham's.
Steel Pens—Gillott's (genuine) Nos. 404 and 303. P. D. & S. No. 455. Esterbrook's Nos. 444, 333.

Statutes and Ordinances

— RELATING TO THE —

PUBLIC SCHOOLS

OF BALTIMORE CITY.

STATUTES.

1. The Mayor and City Council of the City of Baltimore shall have full power and authority to establish in said city a system of free public schools, under such ordinances, rules, and regulations as they may deem fit and proper to enact and prescribe; they may delegate supervisory powers and control to a Board of School Commissioners; may prescribe rules for building school houses, and locating, establishing and closing schools, and may in general do every act that may be necessary or proper in the premises.

2. The Board of Commissioners of Public Schools of Baltimore City, or by whatever name the body may be known that has supervisory powers and control over the public schools of Baltimore city, shall have power to examine, appoint and remove teachers, prescribe the qualifications, fix the salaries subject to the approval of the Mayor and City Council, and select text-books for the schools of said city; provided, such text-books shall contain nothing of a sectarian or partisan character. The Board of Commissioners of Public Schools of said city shall annually make a report to the State Board of Education of the condition of the schools under their charge, to include a statement of expenditures, the number of children taught, and such other statistical information as may be necessary to exhibit the operation of the schools.

3. The Mayor and City Council of Baltimore shall have power and authority to make all ordinances for the protection of the school houses and property, and to punish any person who may disturb the sessions of said public schools.

4. And the said Mayor and City Council are hereby authorized and empowered to levy and collect upon the assessable property in said city, as other taxes are levied and collected, such amount of taxes as may be necessary to defray all the expenses incurred for educational purposes by said Mayor and City Council.

5. The Treasurer, on the warrant of the Comptroller, shall pay to the Mayor and City Council the proportion of the free school fund to which said city is entitled.

ORPHANS' COURT.

6. The Orphans' Court of said city shall order and direct the funds arising from intestates' estates that may be administered upon in said court, and which remain undistributed for want of legal representatives of the intestates to claim the same, to be paid to the Board of Commissioners of Public Schools.

7. The court shall not make such order until they shall be satisfied that the intestates left no legal representatives living at the time of his or her death, and they shall cause the administrator of such intestates to give notice, by advertisement to be inserted for such periods of time and in newspapers published in such places as they may deem necessary, that upon default of the appearance of any legal representative of the intestate, by a certain day to be fixed

by the court, and named in said advertisement, the estate of said intestate will be paid to the Commissioners of Public Schools.

8. They shall, upon passing an order directing such payment, require from the treasurer of the Board of Commissioners of Public Schools, or any other officer who may be appointed by the said Board of Commissioners, or the Mayor and City Council of said city, to receive such funds, a receipt and release to the administrator for the same.

9. The release shall contain an obligation that the said funds shall, by the Board of Commissioners of Public Schools, be applied to the use and support of the public schools of the city of Baltimore, and shall be recorded and preserved in said court as other records are.

10. If the estate of an intestate shall be paid to the Board of Commissioners of Public Schools under this law, and any legal representatives of the intestate of no remoter degrees among collaterals than brothers' or sisters' children shall at any time appear and prove him, her or themselves to be such legal representatives, the Board of Commissioners of Public Schools who received such estate, or their successors, if the same shall be in their hands or shall have been applied to the use of the public schools, shall restore the same to such legal representative or representatives out of the school fund under their direction.

11. Nothing contained in this law shall be construed to interfere with or affect the rights vested in the Charitable Marine Society of Baltimore.

ORDINANCES.

COMMISSIONERS OF PUBLIC SCHOOLS.

1. There shall be appointed by the two branches of the City Council, in convention assembled, at the times and in the manner prescribed in sections 2 and 3 hereof, twenty persons, to be called Commissioners of Public Schools, one commissioner to be selected from each of the several wards of the city; and said commissioners shall continue in office for the terms as prescribed in sections 2 and 3 hereof, provided that if any commissioner shall remove from the ward from which he was appointed before the expiration of his term of office, then his place in the board shall be declared vacant, and the board may declare vacant the place of any commissioner who shall absent himself from three successive stated meetings of the board, without showing satisfactory cause for his non-attendance, after having been duly notified of the same.

2. The Commissioners of Public Schools, who shall be appointed in the month of February, 1877, shall be appointed for one, two, three and four years, which several terms of service shall be determined by lot at their first meeting and immediately after their organization by the election of a President and Secretary as provided by sec. 5 hereof; the members severally appointed for the First, Second, Third and

Fourth wards shall draw lots for their terms of service, which terms shall be one, two, three and four years respectively, as fixed by the lot then drawn; and the several members for each succeeding four wards, the wards being taken in numerical order, shall determine their terms of service in the same manner as aforesaid.

3. In the month of February in each succeeding year, the First and Second Branches of the City Council, in convention assembled shall elect School Commissioners in place of those only whose term of office shall at that time expire, and the commissioners elected, as prescribed by this section, shall continue in office for four years.

4. The First and Second Branches of the City Council, in convention assembled, shall have power to expel a member of the Board of Commissioners of Public Schools, either for persistent neglect of duty or for conduct unbecoming a School Commissioner. Should any vacancy occur in the board by removal, resignation, death or otherwise, the unexpired term shall be filled in the same manner as provided by the preceding sections hereof.

5. Said commissioners shall meet within ten days after their election, and at their first meeting they shall proceed to the election of president from their own board, to be chosen by a majority of the whole body; also, a person to act as secretary, who shall serve for one year, unless sooner removed by the board, and who shall have charge of the rooms, books, papers and documents of the board, and shall perform such clerical duties as may be required of him by its members or committees; the board shall assign the duties to be performed by him, and shall fix his salary, subject to

the approval of the two branches of the City Council. If a vacancy should occur in the office of secretary, from any cause whatever, it shall be the duty of the board to elect a person to fill said vacancy as soon as it can conveniently be done; and in all cases a majority of the commissioners shall constitute a quorum for the transaction of business.

6. Whenever a vacancy or vacancies shall occur in the Board of Commissioners of Public Schools during the session of the City Council, it shall be the duty of the president of the board to inform the Mayor of such vacancy or vacancies, who shall communicate the same to the First and Second branches of the City Council, who shall proceed in convention, according to their respective rules, to fill said vacancy or vacancies. If a vacancy or vacancies shall occur during the recess of the City Council, by death, resignation or otherwise, it shall be the duty of the board to fill the same as soon as may be convenient; the person or persons so elected to serve until the next session of the City Council.

7. There shall be appointed by the board a suitable person to be the Superintendent of Public Instruction for the City of Baltimore, who shall be a resident of the city of Baltimore, of literary and scientific acquirements, and of skill and experience in the art of teaching, and who shall serve for the term of four years, unless sooner removed by the board. It shall be the duty of the superintendent to devote his time and attention entirely to the general supervision of the public schools of the city, subject to such rules and regulations as the Board of School Commissioners may establish. It shall especially be the duty of the superintendent to visit every school under the charge of the Board of Commissioners of Public Schools as often as once in each

quarterly session, or four times during the academic year; to examine into its respective studies, and to inquire into all matters relating to the government of the schools, such as its curriculum of studies, discipline and course of instruction pursued therein, the text books that are used, the condition of the school houses, and to make a monthly report of the matters thus specified to the Board of Commissioners of Public Schools.

8. There shall be appointed by the said board a suitable person to be the assistant superintendent of public schools, who shall be a resident of the city of Baltimore, of skill and experience in the art of teaching, and whose term of office shall be concurrent with that of the superintendent.

9. It shall be the duty of such assistant superintendent of the public schools to aid the superintendent in the supervision of the public schools of the city; he shall visit the primary schools as often as his duties will permit, and make a report of such visits to the superintendent; he shall assist in the examination of the quarterly reports of teachers in the preparation of the questions for the semi-annual examination of the classes of the primary and grammar schools, and be subject to such rules and regulations as the Board of Commissioners of Public Schools may establish.

10. In order to advance the interests of the schools committed to his charge, the superintendent, in conjunction with a committee of three members of the school board, shall, in the forms prescribed by the board, examine into and ascertain the qualifications of applicants for the situation of teachers, and re-examine, if necessary, any of the teachers employed in the schools under the charge of the board; and,

in order further to promote the cause of sound education, and to elevate the character and qualifications of the teachers, the superintendent shall, by all the means in his power, counsel and advise with the teachers in relation to the duties, the proper classification of studies, the best methods of imparting instruction, and, in general, as to the proper discipline and management of the schools under their charge.

11. The salary of the superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the two branches of the City Council; and he shall make annually a report in writing to the Mayor and City Council of all the matters of interest or importance in connection with the schools; and shall also, when requested, furnish to the Board of Commissioners of Public Schools of the city a written statement, showing the number of schools in the city, the number of pupils under instruction, and the teachers employed therein, with such additional information in respect to the matter above specified as may be deemed advisable and necessary.

12. The salary of the assistant superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the Mayor and City Council.

13. The Register is authorized to receive, through the secretary of the board, all moneys from the teachers, and all other funds due the school board, and pay out of the funds standing in the treasury of the city to the credit of the public schools, any orders that are provided for in the levy for school purposes, after having been examined by the committee on accounts and passed by the board, signed by the

president and countersigned by the secretary of the Board of Commissioners of Public Schools.

14. The said Board of Commissioners of Public Schools shall have charge of the public schools in operation in the city of Baltimore, and of all such as may be in operation during their continuance in office; and it shall be their duty to employ teachers and determine their salaries; to prescribe the courses of study and the books to be used; to make all such by-laws for their own government, and all such rules and regulations for the management of the schools as they may deem expedient, and to modify and repeal the same at their pleasure; provided, that such by-laws, rules and regulations, so made or modified, be not inconsistent with the laws of the State, or the ordinances of the city. And it shall further be the duty of said board, at such time as other city officers are required to report, to report to the Mayor and City Council a statement of its transactions, with an account of their receipts and expenditures during the year last past, and their resources for the year then commenced.

15. The Commissioners of Public Schools shall have charge of all the buildings used for school purposes, and they are hereby authorized to make all necessary repairs in the school houses of the city; provided, the same shall not exceed the sum of three hundred dollars.

16. The said board is authorized and directed to rent out, except for political purposes, for such compensation as to them may seem just and reasonable, the main halls in the Eastern and Western Female High School buildings, for public purposes, at such times and under such regulations as to them may appear right and proper; provided, the same shall

not be rented so as to interfere with or interrupt the regular exercises of the schools.

17. The revenue derived therefrom, as provided in the preceding section, shall be accounted for by the said board and paid over by them to the Register, who is directed to place the same to the credit of the public school fund.

18. The said board shall not employ in building, repairing or improving, or in furnishing stationery or any other kind of supplies, any member of said board ; nor shall any member of said board be interested, directly or indirectly, in any contract whatever for the use of the public schools.

19. The salaries of the superintendent, assistant superintendent and secretary of the board, and of the teachers and all other persons permanently employed by the Commissioners of Public Schools, shall be paid monthly, on the last day of each month, by the City Register ; and he is hereby authorized, in case of any deficiency in the collection of the school fund, or in anticipation of the levy for the same, to advance, from time to time, to said fund, such sums as shall be required for the payment of said salaries at the time when they shall be due.

20. There shall be no charge for tuition in any of the public schools, but it shall be the duty of the commissioners to furnish all the necessary books and stationery for the several schools, and in general whatever fuel or other supplies the schools may require—the same to be paid for from the public school fund ; and each pupil shall pay, in advance, one dollar per quarter for the books used by them, which shall go to the school fund ; provided, that nothing in this section shall be so construed as to prevent the board from

furnishing the use of books to the children of parents in indigent circumstances; provided, further, that pupils may furnish their own books, if they so prefer.

21. The public schools of Baltimore are designed exclusively for the education of those pupils whose parents, or in the case of orphans, whose guardians are citizens of Baltimore, or residents of Baltimore with a *bona fide* intention to become citizens.

22. The Board of Commissioners of Public Schools are hereby directed, before admitting the children of non-resident parents or guardians into the public schools of the city of Baltimore, to charge such parents or guardians the following amounts, to wit: For admission to the Baltimore City College, per capita, twelve dollars and fifty cents per quarter; for admission to the female high schools, per capita, eight dollars per quarter; for admission to grammar schools, per capita, four dollars per quarter; for admission to primary schools, per capita, three dollars per quarter; the said amount to be paid invariably in advance, and to be paid by the School Commissioners to the Register of the City for account of the school fund.

23. The Commissioners of Public Schools shall not admit any book or books into use in the public schools, or discontinue the use of the same after having been admitted, unless said admission or discontinuance be approved by a vote of a majority of the entire board in session assembled at a regular meeting of said board.

24. The said Commissioners of Public Schools are hereby authorized to receive all devises, bequests and donations which may be made for the benefit of said public schools, and

all devises, bequests and donations received by said commissioners, by virtue either of this section or of any act or acts of the General Assembly of Maryland, shall be paid over by them to the Register of the City, who shall place the same to the credit of the school fund; and if any condition or conditions be prescribed in any such devise, bequest or donation, the same shall be applied under the direction of said commissioners, with the sanction of the Mayor and City Council, agreeably to the intention of the testator or donor; and if no condition be prescribed in any such devise, bequest or donation, it shall not be lawful for said commissioners to draw all or any part of the amount thereof out of the city treasury during the year in which it was received, unless the collections from the resources and levy of the school fund for said year should fall short of the estimated expenditures forming the basis of said levy; or unless it shall have been already allowed in the estimated resources of the fund for said year, otherwise the same shall be included in the estimate of the ensuing year.

25. The Register of the City shall demand and receive, from time to time, from the Treasurer of Maryland, from the Orphans' Court of Baltimore City, from the Commissioners of Finance, and from the Collector of the City, all such sum or sums of money as may be in their hands for the support and benefit of the public schools of the city, and he shall place the same to the credit of the public school fund.

26. All assessments for paving or repaving in front of any of the public schools, or lots of ground attached thereto, and also all assessments of benefits for opening or widening any street or streets, so far as the public schools may be

interested, shall be paid by the Register out of any unappropriated money in the treasury.

27. It shall not be lawful for said Board of Commissioners of Public Schools to exceed in their expenditures the amount annually appropriated therefor by the City Council; and it shall be their duty to apply the same exclusively to the several purposes, and as far as practicable, in the proportion specified in the statement of estimated expenses, on which said City Council shall have based the school fund levy for the year.

28. The Male Public High School of Baltimore shall be styled the Baltimore City College; and whenever any of the pupils of said school shall have satisfactorily completed the prescribed term and course of instruction, the Commissioners of Public Schools shall have power to confer on them testimonials, in form as follows, viz: This certificate is given to ——— ———, a pupil of the Baltimore City College, in testimony that he has pursued and satisfactorily completed the studies of the —— course of —— years; and said testimonials shall be signed by the president of the board, by the Mayor of the City, with the seal of the city attached, by the committee on the Baltimore City College, and by the principal, vice-principal and professors of said college.

29. Said Commissioners of Public Schools are authorized to cause said testimonials to be engraved on copper, or lithographed, with a suitable vignette, the expenses necessarily connected with the preparation of said testimonials to be paid from the school fund; provided, that no commissioner or teacher shall ever charge or receive any fee or compensation for so signing said testimonials.

30. Said Commissioners of Public Schools shall have power to confer testimonials on pupils of the Eastern and Western Female High Schools, in conformity with the requisitions and provisions of the preceding two sections.

31. Whenever any pupil shall leave any of the high schools without having completed the prescribed term and course of instruction, then, in such cases, said commissioners shall have power to confer such testimonials on said pupils as said commissioners may deem to be proper and appropriate to the occasion.

FLOATING SCHOOL.

32. The Commissioners of Public Schools are hereby authorized and empowered, whenever in their judgment they shall deem it expedient, to organize and put in operation a public school of such grade as to the said commissioners may seem advisable, on board of any ship or other vessel that may for the time being be used by the Board of Trade of Baltimore as a nautical school.

33. The school so organized and put in operation shall be subject (so far as they are applicable) to all the rules and regulations governing the other public schools of Baltimore ; and the Commissioners of Public Schools shall have full power and authority, from time to time, to adopt and enforce in and about and concerning the said school, all necessary and proper regulations calculated to insure the literary education of the pupils.

34 All that part of the studies of the aforesaid school to which the preceding two sections shall be deemed to apply, and with which the Commissioners of Public Schools shall

have any connection, shall be the literary branches, such as shall be taught in the public schools of the city; and the basis of the relations of the Commissioners of Public Schools to the said school shall be taken to be defined by the following memorandum, made between a committee of the Board of Trade and the Board of Commissioners of Public Schools: —"It was agreed, that in the establishment of the proposed school, the School Commissioners should furnish teachers, and the same course of instruction, so far as would be applicable, as are now employed in our schools—with desks, seats and all necessary books and stationery, and should devote themselves to the same care and supervision that they now give to the public schools; and on the part of the Board of Trade, and the citizens generally whose assistance it will invoke, it was proposed that the vessel to be used for the purpose of the school should be provided with the persons to take charge of the same, and all necessary rigging, tackle, &c.; also, whatever nautical apparatus might be required, and adequate teachers to instruct the boys in all that relates to seamanship."

35. The school herein provided for shall be designated and known as the Floating Public School of Baltimore, and the Commissioners of Public Schools shall have authority to present to the deserving pupils of the same, any diploma or other suitable reward of merit that may to the said commissioners appear just and proper.

36. The Board of Trade, if they deem it necessary, are hereby permitted, annually in the month of February in each and every year, to select from their own body, two persons, to be known as commissioners of the floating school, who shall have authority to participate with the Commissioners

of the Public Schools in the management of the nautical department of said floating school.

37. Nothing herein contained, nor any act of the Board of Commissioners of Public Schools in the premises, shall be taken or construed to divest the Mayor and City Council of the right to discontinue the said Floating Public School at their option.

SCHOOLS FOR COLORED CHILDREN.

38. It is hereby made the duty of the board of Commissioners of Public Schools of the City of Baltimore to organize separate schools for colored children, and to establish as many schools for the education of the colored children of Baltimore city as may in the judgment of said board be necessary.

39. The schools to be established in accordance with the provisions of this ordinance shall be subject to such rules and regulations as may be prescribed by the said board in its discretion.

40. All taxes paid by colored persons in the city of Baltimore for educational purposes, shall be placed to the credit of the schools for colored children in the accounts of the City Register.

LIBRARIES.

41. There shall be established at the Baltimore City College, and at each of the two Female High Schools, a library for their use, without charge, under such regulations as may be adopted by the Board of Commissioners of Public Schools.

42. The selection of the books, which shall be only of an instructive and moral character, shall be made by the said commissionors, or a committee appointed by them for the purpose, and no book deemed by them to be injurious to the morals of the pupils, or of a sectarian character, whether obtained by purchase or donation, shall be admitted in said libraries; and all books purchased under any future ordinance or resolution of the City Council or otherwise, for this purpose, shall be subject to the restrictions herein contained.

PEABODY PRIZES.

43. The Commissioners of Public Schools of the City of Baltimore are hereby authorized to accept and receive the premiums given by the Trustees of the Peabody Institute to the Baltimore City College and the Female High Schools, as specified in Mr. Peabody's letter to the Trustees; and to have the same distributed from time to time in such a manner as they shall deem most conducive to the benefit of the schools and the objects of the donor.*

* Mr. Peabody, in his first letter to his trustees, dated Baltimore, Feb. 12, 1857, (as set forth in the Act of 1858, c. 209, incorporating the Peabody Institute,) says: "I desire that the trustees, in order to encourage and reward merit, should adopt a regulation by which a number of the graduates of the public high schools of the city, not exceeding fifty of each sex in each year, [who shall have obtained by their proficiency in their studies and their good behavior certificates of merit from the commissioners or superintending authorities of the schools to which they may be attached,] may, by virtue of said certificates, be entitled as an honorary mark of distinction to free admission to the lectures [at Peabody Institute] for one term or season after obtaining the certificates. I also desire, that for the same purpose of encouraging merit, the trustees shall make suitable provision for an annual grant of twelve hundred dollars; of which five hundred shall be distributed every year in money prizes, graduated according to merit, of sums of not

less than fifty dollars nor more than one hundred for each prize, to be given to such graduates of the public male high school now existing on which may hereafter be established, as shall in each year, upon examination and certicate of the school commissioners or other persons having the chief superintendence of the same, be adjudged most worthy from their fidelity to their studies, their attainments, their moral deportment, their personal habits of cleanliness, and propriety of manners; the sum of two hundred dollars to be appropriated to the purchase, in every year, of gold medals of two degrees, of which ten shall be of the value of ten dollars each, and twenty of the value of five dollars each, to be annually distributed to the most meritorious of the graduating classes of the public female high schools; these prizes to be adjudged for the same merit, and under the like regulations, as the prizes to be given to the graduates of the male high school; the remaining five hundred dollars to be in like manner distributed in money prizes, as provided above for the graduates of the male high school in the same amounts respectively, to the yearly graduates in the school of design attached to the Mechanics' Institute of this city. To render this annual distribution of prizes effective to the end I have in view, I desire that the trustees shall digest, propose and adopt all such rules and provisions, and procure such correspondent regulations on the part of the public institutions referred to, as they may deem necessary to accomplish the object."

REPORT

TO THE

Mayor & City Council of Baltimore,

UPON THE SANITARY CONDITION OF

Male Primary & Grammar Schools, No. 1,

Corner of Green and Fayette Streets,

— BY —

C. W. CHANCELLOR, M. D.

Secretary of the State Board of Health.

PRINTED BY ORDER OF THE CITY COUNCIL.

REPORT.

Baltimore, March 11th, 1879.

To the Honorable the Second Branch
of the City Council of Baltimore:

GENTLEMEN:

The following resolution, adopted by your body on February 17, 1879, was duly communicated:

"*Resolved by the Second Branch of the City Council of Baltimore*, That Dr. C. W. Chancellor, Secretary State Board of Health of Maryland, be, and he is hereby, requested to make such examination of Male Public School No. 1, north east corner of Green and Fayette streets, as will establish clearly and fully its actual sanitary condition, and report to the Council in reference to the matter at the earliest day practicable."

In compliance therewith, I have visited and carefully examined the said school, and have instituted a variety of experiments for the purpose of determining its sanitary condition.

Notwithstanding the fact that a great advance has been made within a few years past, both in public opinion and public action, respecting the sanitary condition of school houses, the disastrous consequences of neglect in this particular are not yet sufficiently and generally appreciated. We live in a community ready to discern and do that which is right, and

every year adds some new improvement to the construction and arrangement of our school buildings. In regard to this great change in school houses, it would hardly be too much to call it a *revolution.* The Board of Commissioners of Public Schools have done an excellent work—or rather, they have begun it—it is not yet done. Their annual reports, printed and circulated in the community, and distributed to the members of the City Government, have enlightened if not convinced the authorities of the pressing need for still further improvements. No subject connected with the interests of our city affords a greater source of mortification and humiliation than the condition of some of our school houses, as presented in the annual reports of the Commissioners for several years past. The heat, and stifling air, and nauseating effluvia in some of the rooms is indeed such as a human being has hardly been compelled to live in since the time of Jonah.

MALE GRAMMAR AND PRIMARY SCHOOL No. 1.

This school may, in a sanitary point of view, be regarded as an example of the worst type of the public schools of Baltimore. It is situated at the northeast corner of Fayette and Green streets, and is the oldest public school building in the city, having been erected in 1832, at a cost of $5,000. The annexed diagram, very nearly accurate, will show the division of the second story into class-rooms. The divisions are the same below. The second story is three feet higher in the clear than the first story, and has several openings in the ceiling, communicating with a dark loft, which is simply a foul air chamber, as the two 15-inch Emerson Ventilators on the roof do not act except, possibly, in very dry, windy weather. Experiments made with the Anemometer in the rooms of the upper story

showed that there was very little movement of air, a change not occurring once in an hour, whilst for proper ventilation, considering the air space, (44,860 cubic feet,) and the number of pupils and teachers in attendance (379 pupils and 7 teachers), there should be at least five changes per hour. In both the upper and lower stories there was a great deficiency of pure air and of moisture, and various defects in other regards. The rooms are heated by stoves, and the inside temperature was far too high for health. The only means of cooling or ventilating the rooms is by opening the windows or doors; if these be closed the atmosphere becomes intolerably oppressive, and if they be opened teachers and children are alike subjected to cold draughts and the risk of rheumatism, neuralgia, sore throat, bronchitis and pneumonia. The purity of air thus obtained, therefore, does not counter-balance the evils resulting from this crude method of ventilation.

In one of the rooms, containing 6,496 cubic feet of air space, and occupied by 62 pupils, for example, there is less than one-third the floor area required, and not more than 104 cubic feet of air space for each pupil, whereas the average for health in a well ventilated room, where the air is changed several times an hour, is from three to five hundred feet per pupil. The crowded condition of this room would require, in order to have a pure and healthy atmosphere, at least five changes of air per hour, whereas at present there are no means of effecting even one change per hour, nor does it occur. The proportion of carbonic acid in one room was found to be upwards of 1,300 parts in one million, or nearly four times the amount existing in the outer air, and considerably more than is tolerable for healthy respiration.

FOUL AIR.

The function of respiration is that process by whose agency and constant operation atmospheric air is admitted to the internal surface of the lungs, and there brought into close contact with the blood, for the purpose of effecting certain changes in it, which are essential to the continuance of life, and to maintain the integrity of the bodily organs. During this process the atmosphere is constantly losing its oxygen, which is carried into the circulation, while at the same time it is becoming overcharged with the carbonic acid gas which is constantly thrown off from the lungs by respiration. This effete and deadly poison spreads itself rapidly into all parts of the room, and all the air must therefore be changed to restore its purity.

If to the foul effluvia ejected from the lungs, and accumulating in an apartment as badly ventilated as one of the school rooms in No. 1, be added the fouler matter thrown into the air from the insensible perspiration of so many individuals, many of whom are of uncleanly habits in person and apparel, it is apparent that, in a very limited period of time, the air in such a close room would become so entirely unfit for respiration that to all who are exposed to its influence submersion in water could scarcely be more fatal. The fainting of feeble persons in crowded assemblies, and the asphixia so often produced in those who descend into deep wells without suitable precautions, are familiar examples of the same noxious effects of this poison.

It has been usually estimated that every individual, by respiration and the various exhalations from the body, consumes or renders unfit for use at least four or five cubic feet of air

per minute; but authors of good repute differ on this point. In estimating the amount of fresh air to be supplied, we ought not merely to look at what the system will tolerate, but that amount which will sustain the highest state of health for the longest time. Dr. Reid recommends at least ten cubic feet per minute as a suitable average supply for each individual, and states that his estimate is the result of an "extreme variety of experiments, made on hundreds of different constitutions, supplied one by one with given amounts of air, and also in numerous assemblies and meetings where there were means of estimating the quantity of air with which they were provided."

These calculations refer to adults; but the greater delicacy of the organization of children, and their feebler ability to resist the action of deleterious agents, together with their greater rapidity of respiration, demand for them at least an equal supply. Proceeding upon this basis, and multiplying the amount required per minute by the minutes of a school session, say of three hours, we have eighteen hundred cubic feet for each pupil, and for sixty pupils (the average attendance in room D of Male Grammar School No. 1), 108,000 cubic feet as the requisite quantity for each half day. But the room contains about 6,000 cubic feet only; so that a volume of air equal to the whole cubic contents of the room should be supplied and removed, in some way, from fifteen to twenty times every three hours, in order to sustain the atmosphere at a point which is perfectly wholesome and salubrious. For such a purpose the means are so entirely inadequate that the air of the room becomes tainted in ten or fifteen minutes after the class is assembled. In ordinary cases four per cent. of the air expired from the lungs is carbonic acid. The presence of six per cent. will extinguish a candle, and with difficulty support

life. It is therefore certain that the air in room D, and the other rooms of this school becomes deprived of all of its best properties in one school session of three hours, nay, in a much shorter period of time.

The rooms of the lower floor of this school house, which accommodate the male primary department, were less crowded than those above, as a large transfer of pupils had recently been effected, consequently the proportion of carbonic acid in the air of these rooms was not so great as in those above; but all the rooms were, from defective ventilation, unpleasantly close and disagreeable, in the condition which Dickens describes as emitting, a "strange unwholesome smell, like mildewed corduroys, sweet apples wanting air, and rotten books."

BAD VENTILATION.

A very cursory examination of this school will serve to satisfy any one of its lamentable condition in regard to ventilation. At the time of my visit the air was so bad that it could be perceived before reaching the school-rooms; and the children, as they passed up and down the stairs, had their clothes and hair perceptibly impregnated with the fœted poison. And these circumstances existed in spite of the open windows, which testified that the teachers had endeavored to improve the atmosphere by all the means placed at their disposal.

Children confined in such an atmosphere must soon lose the ruddy and cheerful complexions of perfect health, and acquire the sallow and depressed countenances which might reasonably be expected in overworked factory operatives, or the tenants of apartments unvisited by the sun or air. In many faces may be noticed, particularly towards the close of school sessions, a feverish flush, so bright that it might easily deceive

an unpracticed eye, and be mistaken for a healthy bloom. Alas! it is only a transient and ineffectual effort of nature to produce, by *over-action*, those salutary changes which she really wants the power to accomplish.

The public mind should be aroused to an active sense of the close connection of good ventilation in school-rooms with good health in the pupils; young lives are a fine test of foul air, and many an influence resisted by older persons, if exerted during the formative period, tells for permanent impairment of a normal vitality. We do not appreciate the magnitude of the evils produced by children breathing frequently, even for a short period at one time, a vitiated atmosphere, because the ultimate results are generally remote, but repeated exposures are sure to induce or develop a tendency to disease, especially of a pulmonary or nervous character, and to undermine slowly the firmest health. The languor, debility, loss of appetite, difficulty of breathing, coughs, nervous irritability, and chronic affections of various kinds, among pupils and teachers, especially females, are the natural fruits of an exposure, day after day, to an atmosphere constantly becoming more impure from the vitiated breath of many persons, and rendered still more unfit for respiration by dust and minute particles floating in it, tending to irritate the already inflamed and sensitive membrane which encloses the air cells of the lungs.

In many of the school-rooms the same poisoning process goes on day after day, and if the work is less summary, it is in the end more extensively fatal than it was in the Black Hole of Calcutta. Every child and teacher in Public School No. 1, as at present arranged, can testify to the discomfort arising from the close, stagnant, offensive atmosphere which they are obliged to breathe. Let any one who is skeptical on

this point visit the school in question, and he cannot fail to see in the pale and wearied countenances of the pupils, the languor and uneasiness manifested, especially by the younger children, and exhaustion and irritability of the teacher, a demonstration that the atmosphere of the rooms is no longer such as the comfort, health and cheerful labor of both teacher and pupils require. In this way the seeds of disease are sown broadcast among the young, and among teachers of delicate health. A physician of Massachusetts selected two schools, of nearly the same number of children, belonging to families of the same condition of life, and no cause, independent of the circumstances of their several school-houses, were known to affect their health. One house was dry and properly ventilated—the other damp, and not ventilated. In the former, during a period of forty-five days, five scholars were absent from sickness, amounting in the whole to a loss of twenty days. In the latter, during the same period of time, and from the same cause, nineteen children were absent, amounting in all to a loss of one hundred and forty-five days, and the appearance of the children not thus detained by sickness indicated a marked difference in their condition as to health.

The necessity of renewing the atmosphere does not arise solely from the consumption of oxygen, and the constant generation of carbonic acid, but from the presence of other destructive agents and impurities. There is carburetted hydrogen, which Prof. Dunglison, in his Physiology, characterizes "as very depressing to the vital functions. Even when largely diluted with atmospheric air, it occasions vertigo, sickness, diminution of the force and velocity of the pulse, reduction of muscular vigor, and every symptom of diminished power." There is also sulphuretted hydrogen, which the same author says, "in its pure state kills instantly, and in its diluted state

produces powerful sedative effects on the pulse, muscles, and whole nervous system." There are also offensive and destructive impurities arising from the decomposition of animal and vegetable matter in contact with the stoves, or dissolved in the evaporating pans.

HOW TO REMOVE THE IMPURITIES.

The great desideratum in Male Public School No. 1 is the removal of such impurities as have been referred to, and the due supply of that vital principle, which is constantly consumed by breathing and combustion. The first can be in no other way effectually secured, but by making provision for its escape into the open air, both at the top and the bottom of the room, and the second, by introducing a current of pure air from the outside of the building, warmed in winter by a furnace, or in some other mode, before entering the room. The two processes should go on together—i. e. the escape of the vitiated air from within, and the introduction of the pure air from without. There are several methods by which these objects may be secured. First, chimneys of 15 inches diameter, cement pipes. could be built for the upper floor, and 18 inches for the lower, These to be carried up from each floor through the roof and finished above with an Emmerson ventilator, through which 6 and 8 inch smoke pipes, with revolving cowls, should pass.—There should be an opening both at the top and bottom of each room, of not less than twelve inches square, capable of being wholly or partly closed by a slide of wood or metal, and these openings should be connected with the chimney, in which there is already a column of air heated by the smoke flue. Pure air from without is to be admitted through pipes of 6 or 8 inches diameter, connected with the upper part or top of the

windows, and opening upwards near the ceiling. The chimneys (averaging the fourteen) will cost about $75 each, or an aggregate of $1,000. The expense of this plan may be somewhat modified by having two flues, one within the other, up the whole length of the chimney stack of each room, from the basement to the chimney top. The inner or central flue to be for the smoke, and the outer or surrounding flue, which will of course be warmed by the smoke and heat when the fire is burning, to be for the foul air; into this latter, as it passes up through the different stories of the building, there will run a foul air flue from each room, from near the ceiling; but this plan is open to the objection that when several flues enter one common shaft at different levels, the draft is so interfered with that it becomes quite irregular and uncertain.

A more thorough plan for ventilating this building would be by a common abstraction shaft in the centre of the house, heated by a coil of hot water pipes or gas gets. All the foul air flues from the rooms must be conducted separately into one common central air-tight drum or chamber under the roof, and from this, one common flue must conduct the foul air to the upcast shaft. There will thus be a provision for the application of the suction power to the flue of every room equally. This foul air drum or chamber in the top of the house must be so located, and of such a size, that all the foul air flues can enter it as inlets separately and on the same level; and that one common flue or shaft can so leave it as an outlet that it may draw equally from every inlet. By this self-acting process for the removal of vitiated air we can attain the desiderata of pure air in Male Public School No. 1, at a cost of from twelve to fifteen hundred dollars.

My attention has recently been called to "Norton's Patent

Ventilator," a drawing of which, with full explanations, accompanies this report. The principle of this ingenious apparatus has been successfully applied to the ventilation of ships, where the power is obtained automatically, by the alternate rising and falling of the vessel, but how far it can be practically utilized in the ventilation of buildings, without involving too great an expense in securing the necessary power, remains to be determined.

As will be seen from the following letter, the inventor, Capt. F. L. Norton, proposes to place one of his ventilators in one of the schools at a cost, should it succeed, of not more than $500, and if unsuccessful, to be removed without any cost to the city. The proposition is certainly a very fair one, and well worth the experiment.

CAPTAIN NORTON'S LETTER.

No. 30, Second Street,

Baltimore, February 28, 1879.

C. W. Chancellor, M. D.,

Secretary State Board of Health, Baltimore, Md.

Sir:—Learning that you have been requested by the Second Branch of the City Council of Baltimore to make such an examination of Male Public School No. 1, northeast corner of Greene and Fayette streets, as will establish its actual condition, and considering the question of proper ventilation to be one of the most important to be considered in relation thereto, I herewith hand you drawings and specifications, showing and explaining the operation of an apparatus that I have recently invented for the ventilation of buildings, and that I am now applying to the Treasury Building at Washington.

This system has been adopted by the British Admiralty for the British naval vessels, by the Indian Government for coolie ships, and also by your own Navy Department. It has worked successfully wherever tried.

I will agree to place it in the school building referred to, or any one of the public schools, for trial at the cost of material and labor, which shall not exceed five hundred dollars. I will also agree, should the apparatus not prove satisfactory, to remove it free of all cost to the City Council.

Yours, very truly,

Francis L. Norton,

Owner and Inventor.

This apparatus consists essentially of a system of pipes connected with apartments to be cleared of foul air, and communicating through a clapper valve, and a flexible, jointed or telescopic pipe, with an exhausting and forcing Device, consisting of a water bell or air chamber, to which a vertical reciprocating motion is imparted by a beam, or other attach ment, operated by steam or a water engine, or other motor.

The return or down stroke of the bell forces the air through the same flexible, or jointed pipe, when it is arrested by the clapper valve, guarding the exhaust pipes and forced through a similar clapper valve to the discharge pipe.

It is highly important to have a power of some sort within the apparatus for the purpose of compelling constant action, whatever the state of the weather or the condition of the temperature may be. For this purpose, when neither the velocity of the wind nor the low temperature of the external atmosphere are sufficient to produce the desired effect, this ventila-

tor, which possesses the advantage of not being affected by either wind or weather, will doubtless furnish a convenient, efficient and economical means, and I recommend that an immediate trial of it be made in one of the worst ventilated of our schools. No. 18 Male and Female Primary would be an excellent school in which to test it.

THE EXTERNAL ARRANGEMENTS.

In addition to the defective construction of the building already noted, there are other evils to the health, morals and intellectual habits of the children, growing out of the surroundings and appurtenances.

The elevated part of the yard in the rear of the old dwelling was found exceedingly filthy, being a receptacle for ashes, all kinds of school-house debris and common nuisances. The yard proper, which is paved with brick, was found very clean, but excessively damp, and much too small for the number of pupils. If practicable, every school yard should contain at least 25 square feet to each pupil.

Whatever may be thought of the methods and appliances for intellectual training within the school-room, no one can question the utility of dry, spacious and airy play-grounds, furnished with means of healthy and innocent recreation. The play-ground is the uncovered school of physical and moral education, and the place where the manners, dispositions and personal habits of the young can be better trained than elsewhere. The school-yard is important to the health and proficiency, as well as to the morals and manners of pupils, and should be capacious enough for all to occupy in common for recreation and sport; over it the most perfect neatness,

seclusion, order and propriety should be enforced, and everything calculated to defile the mind or wound the delicacy or modesty of the most sensitive should receive attention. The presiding spirit of the play-ground should be a devoted and accomplished woman, "in whose own heart Love, Hope and Patience have first kept school," and whose mind is ever full of the blossoms of knowledge and piety.

PRIVY CONVENIENCES.

It is a subject of regret that most of our school-houses are without suitable privy conveniences. On an average probably not more than one in twenty are provided with ample arrangements of the kind. This is a lamentable error. The injury to the taste and morals of the children which will naturally result from this neglect is of a character much more serious than the discomfort which is obviously produced by it. For want of these indispensable appendages of civilization the delicacy of children is frequently offended, their morals corrupted, and the foundation for permanent ill health laid. The privy arrangements at No. 1 Male Grammar and Primary School are simply barbarous. The vault, which is located in the yard, to the rear of the school building, and almost directly under the windows of two class-rooms, has become a perfect stench-hole. The walls and floor of the narrow shed which encloses this vault are so saturated with filth that there is no escape from the foul odor. But still more revolting, if possible, is the deficiency of accommodation. With an average attendance of nearly seven hundred pupils, there are only six seats, without any partition between them. The space allotted for seat and standing room in front is only twenty inches, so that no child could sit with any comfort, even if the seats were not con-

stantly wet and befouled. These vile deficiencies, besides their nastiness, are fraught with evil conseqences to the health of the children from the restraint they must impose on the wants of nature.

The urinal trough is of a piece with the rest; a pine board gutter, six or eight feet long, constructed wholly regardless of decency, is the common and only provision for seven hundred boys. It and the floor are constantly saturated with decomposed and offensive urine, which, mingling with the ordure that is dropped here and there on the floor and the sides of the trough, percolates the soil of the yard, and permeates even the walls of the school house, which are poisoned and rendered dangerous to health.

In the male departments of our public schools there should be at least one privy seat and one urinal stall for every thirty pupils, and in the female departments at least one privy seat for every twenty-five pupils, and these, in every instance, should be kept scrupuously clean. The privy vaults, if such an evil must still exist, should be frequently emptied, and thoroughly disinfected by the free use of sulphate of iron or chloride of lime. Whatever else may be neglected or overlooked in the improvement of this school, the present privy arrangements should be abolished, and provisions more in accordance with the advanced civilization of the age made. Earth closets could be readily substituted, and would be greatly preferable in every respect; indeed, no better privy arrangement can be devised for public schools or public institutions than the earth closet system.

CONCLUSION.

Yielding to the shibboleth of economy, I have suggested the least expensive method of dealing with this school, but it is evident that in order to carry into operation any improvement or system that will fulfill the requirements of health, comfort and education, the grounds must be enlarged and a new building erected. The present structure is not only old and dilapidated, but it is said to be unsafe, and in its present unsanitary condition must tend to impair the constitutional vigor of the children who receive their education in it. The expense of constructing a new and convenient building is a mere trifle when contrasted with the beneficial results which will inevitably follow.

The only question is, shall a new building be erected on the lot where the present building stands?—which, including the old residence, fronts 95 feet on Green street, with a depth of 100 feet on Fayette street. The lot is damp, and the space too contracted for the construction of a large building, with ample yard space. The latter objection may, however, be overcome, in a measure, by locating the building far back in the northeast corner of the lot, and by elevating it on arches or piers 8 or 10 feet above the level of the yard, so that the space beneath may be utilized as play-ground.

Wherever a new school-house is to be erected it should be located on an open, healthy, agreeable site, with an abundance of room about it on all sides. The young spirit loves the free air and the cheerful sun; and when confined, as for some six hours it must be, the confinement should be as little unnatural and unwholesome as possible. The cheapest medicine for the body is good air and plenty of room.

Though the idea may appear utopian, it would nevertheless

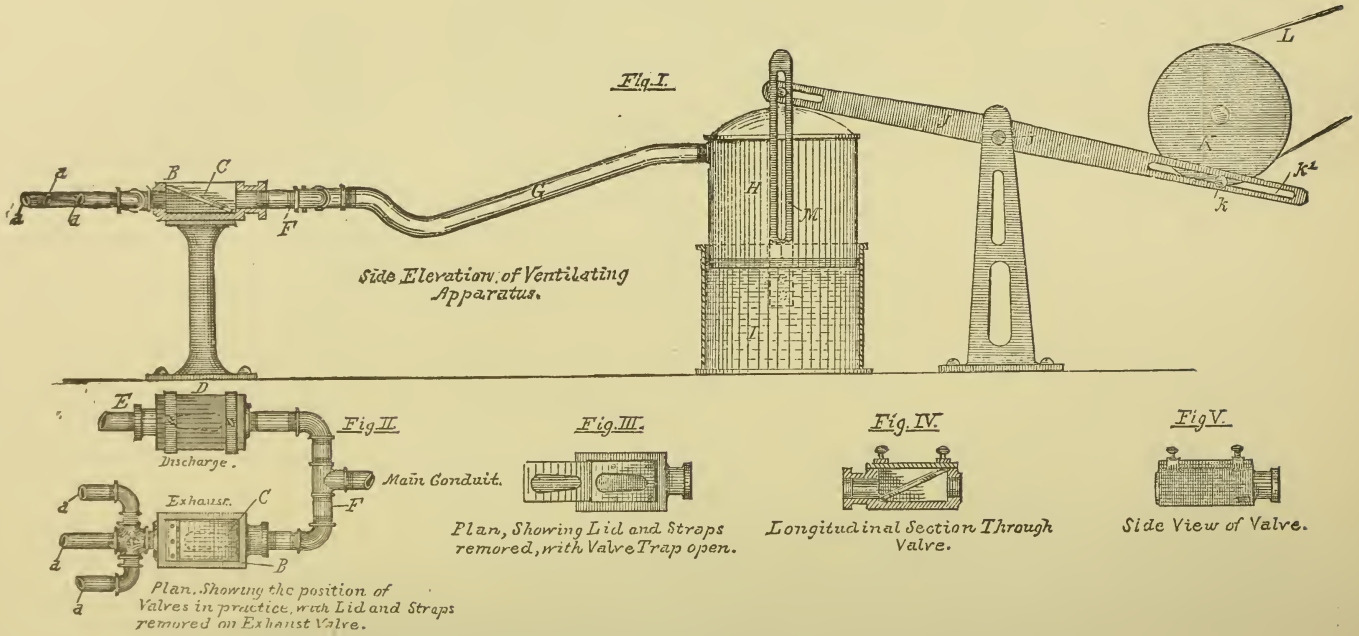
be an incalculable blessing, if our public schools, like the great schools of Athens, in which Plato and Aristotle taught, were located on suburban sites, with free trains and coaches to convey the pupils to and from them. Education would then be received amid the best conditions of health, and the casket would not, as is now too frequently the case, be broken and thrown away as soon as the jewel becomes brilliant. Our public schools are an object worthy of all efforts and sacrifices, and we should leave nothing undone which may tend to make them more excellent and useful.

When I behold this city, seated upon her throne of hills, with her marble crown of monuments; when I remember how much of that which embellishes and dignifies life is gathered within her walls, I feel that he has not lived in vain who has contributed, even in the smallest measure, to the happiness and prosperity of Baltimore. And how can we do this more effectually than by watching over her schools—by making them as nearly perfect as human institutions can be? For this object, let neither wealth nor toil be spared. Here are fountains of life; as they are, so will its issues be. The child is father to the man. Make our public schools all that they can be, and all that they should be, and you will give to the prosperity of the city a prominence like that of moral truth!

Respectfully submitted,

C. W. Chancellor, M. D.,

Secretary of the State Board of Health.



DESCRIPTION OF NORTON'S PATENT VENTILATOR—See opposite page.

In the accompanying drawing, Fig. 1 is an elevation of the apparatus, partly in sections.

Fig. 2 is a plain view of the double valves, partly in sections.

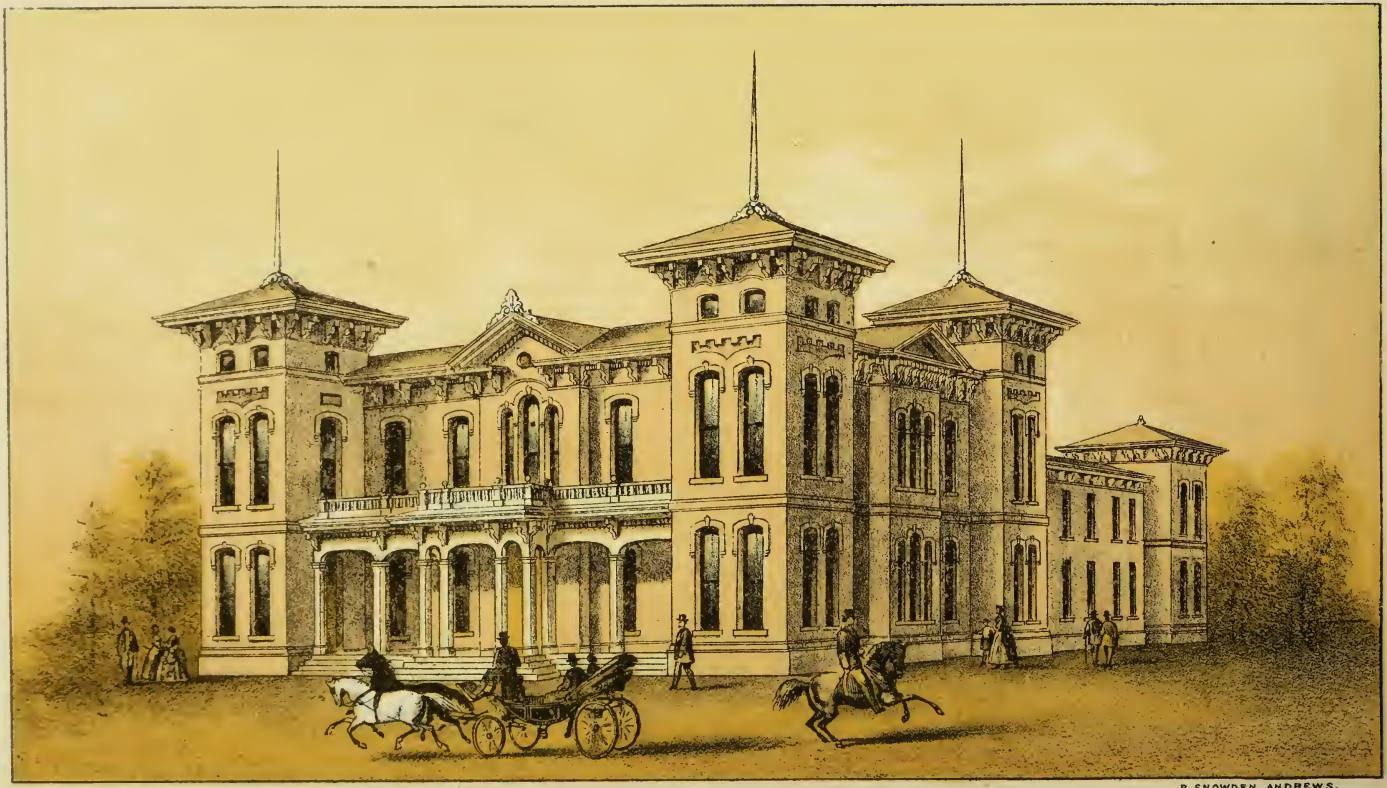
a, *a*, *a*, represent branch exhaust pipes, communicating through a main exhaust pipe *A* with a chamber *B*, containing a gravitating clapper valve *C*.

D is a chamber containing a valve similar in construction to *C*, but opening in the other direction as indicated by dotted lines in Fig. 1, so as to pass air to the discharge pipe *E*, and prevent its return. A branch pipe *F* connects the rear ends of the valve chambers *B* and *D*.

G represents a flexible, or it may be a jointed or telescopic pipe, connecting with the interior of a bell *H*, which works in a water tank *I*, and receives a vertical reciprocating motion by means of a beam *J*, fulcrumed at *j*, and actuated by any suitable power either directly or indirectly. A steam or water engine is well adapted for this purpose. In the present illustration I have shown a crank-wheel *K*, driven by a band *L*. The wristpin *K*, of the crank, works in a slot *k*, in the beam *J*.

M represents one of one or more pairs of slotted standards to guide the bell *H* in a vertical path.

In operation, the elevation of the bell *H* causing a partial vacuum draws foul air from any apartments with which the branch pipes, *a*, *a*, *a*, are connected. On the return or downward motion of the bell the valve *C* closes and the foul air, which has filled the bell, is forced out through the valve chamber *D*, and discharge pipe *E*. As this is repeated at every stroke of the bell, it is manifest that the apartments will be rapidly cleared of foul air, its place being supplied by fresh air, from without, which may pass through any customary or suitable heating apparatus in cold weather if necessary.



R. SNOWDEN ANDREWS, ARCHITECT

EASTERN FEMALE HIGH SCHOOL.

Fifty-first Annual Report

—OF THE—

Board of Commissioners

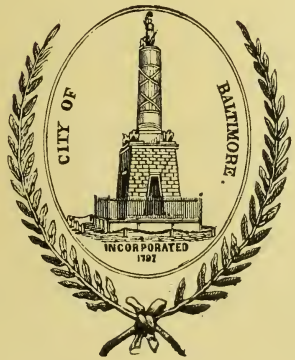
—OF—

Public Schools,

—TO THE—

MAYOR and CITY COUNCIL of BALTIMORE,

For the year ending Dec. 31, 1879.



BALTIMORE MD.,
PRINTED BY JOHN COX,
Pratt St. and Spear's Wharf.

BOARD OF COMMISSIONERS OF PUBLIC SCHOOLS

FOR 1879.

OFFICERS.

PRESIDENT.....JOHN T. MORRIS.
SECRETARY.....HENRY M. COWLES.
SUPERINTENDENT.....HENRY E. SHEPHERD.
ASSISTANT SUPERINTENDENT.....HENRY A. WISE.

MEMBERS OF THE BOARD.

WARD.		TERM EXPIRES.
1.	FRANCIS J. RUTH	1881.
2.	*THOMAS H. HAMILTON	1883.
3	WM. C. ATKINSON	1880.
4.	DENIS NOBLE	1882.
5.	WM. M. IVES	1881.
6.	JOHN B. WENTZ	1880.
7.	ROBERT H. SINCLAIR	1882.
8.	JAMES BOYLE	1883.
9.	JOSHUA PLASKITT	1883
10	JOHN T. MORRIS	1882.
11.	JOHN P POE	1880.
12	DR WM. LEE	1881.
13.	JOHN L. LAWTON	1883.
14	G S GRIFFITH, JR	1880.
15.	JOHN FERRY	1881.
16.	†JACOB SCHENKEL	1882.
17.	H. B. ROEMER	1880
18.	DAVID M. NEWBOLD	1882.
19.	JOSEPH H. GALE	1883.
20.	JAS. W. DENNY	1881.

*Thomas H. Hamilton resigned November 4th, and Geo. H. Budeke was elected November 11th, in his place.

†Jacob Schenkel resigned November 4th, and Wm. E. Addison was elected November 11th, in his place.

379.752
B21
v.50

Standing Committees.

Baltimore City College.

Messrs. Wentz, Griffith, Denny, Sinclair, President and Superintendent.

Female High Schools.

Messrs. Poe, Atkinson, Roemer, Ives, Lee, Hamilton, President and Superintendent.

Normal School.

Messrs. Gale, Sinclair, Denny and Superintendent.

Grammar Schools

Messrs. Sinclair, Gale, Ferry, Newbold and Ruth.

Primary Schools.

Messrs. Plaskitt, Lee, Noble, Boyle, Ives and Assistant Superintendent.

English-German Schools.

Messrs. Hamilton, Roemer, Newbold, Schenkel, Noble, Superintendent and Assistant Superintendent.

Colored Schools.

Messrs. Schenkel, Hamilton, Ruth, Plaskitt, Boyle and Superintendent.

Books.

Messrs. Denny, Poe, Atkinson, Griffith, Plaskitt, President and Superintendent.

Furniture.

Messrs. Ives, Lawton, Schenkel, Plaskitt and Ferry.

Music.

Messrs. Roemer, Wentz, Atkinson, Lawton and Noble.

Discipline.

Messrs. Boyle, Denny, Gale, Ferry, Lee, President, Superintendent and Assistant Superintendent.

Accounts.

Messrs. Griffith, Lawton, Roemer, Ives and Atkinson.

Expenditures.

Messrs. Roemer, Gale, Newbold, Griffith, Ferry and President.

Examinations.

Messrs. Atkinson, Denny, Hamilton, President, Superintendent and Assistant Superintendent.

Bi-Weekly Reports.

Messrs. Newbold, Wentz and Sinclair.

Conference.

Messrs. Ferry, Poe, Noble, Lee and Ruth.

Buildings.

Messrs. Ruth, Boyle, Denny, Griffith, Lee, President and Superintendent.

Printing.

Messrs. Noble, Schenkel and Sinclair.

Health.

Messrs. Lee, Newbold and Schenkel.

Drawing.

Messrs. Lawton, Hamilton, Poe, Wentz and Gale.

Intestate Estates.

Messrs. Poe, Wentz and President.

REPORT

OF THE

Board of Commissioners

OF

PUBLIC SCHOOLS OF BALTIMORE.

OFFICE OF COMMISSIONERS OF PUBLIC SCHOOLS,
January 1st, 1880.

To the Mayor and City
Council of Baltimore.

In compliance with the Ordinance of the City establishing the Public Schools, the Board of Commissioners respectfully presents its

FIFTY-FIRST ANNUAL REPORT,

showing its transactions during the past year, and furnishing an account of the receipts, expenditures and resources of the Schools, and other information with reference to their work, condition and wants.

The origin, progress and growth of our system of public instruction were fully presented in the last annual report, and it is not necessary now to recapitulate what was then said. The public knows and understands the work that is done in the schools, and the grand and emphatic demonstration that was made on the occasion of the Semi-Centennial

Celebration during the past year, indicates how truly and earnestly the public heart appreciates the results. But, whilst this expression of public confidence should be gratifying to those in charge of the schools, it ought not to induce them to rest satisfied with their present condition. Much has been accomplished in the past, but there is still more to be done in the future. Growth is necessary to prevent decay, and there should, therefore, be no stand-still in our schools, but each succeeding year of their history should witness some progress and improvement.

Public sympathy and official aid largely contribute to the accomplishment of the desired results, and the Board confidently hopes for a liberal share of both during the year upon which our schools have just entered.

SCHOOL STATISTICS.

The whole number of schools under the jurisdiction of the Board during the past year was 125, containing 36,505 enrolled pupils, classified and graded as follows:

1	Baltimore City College	579
2	Female High Schools	941
38	Grammar Schools	10,510
59	Primary Schools	15,768
5	English-German Schools	3,399
14	Colored Day Schools	4,398
4	Colored Evening Schools	728
1	White Evening School	110
1	Normal School	72

These schools have been conducted by 822 teachers, with an average daily attendance of 30,477, while the whole

number of different pupils during the year was 48,988.

Number of White Pupils	31,379
Number of Colored Pupils	5,126
Number of Pay Pupils	12,977
Number of Free Pupils	23,528
Number of Male Teachers	106
Number of Female Teachers	716

The increase in number of pupils over the previous year was 1,217, and the average annual increase during the past twenty years has been about 1,100.

The annual cost per pupil, estimated on enrollment, was $16.43, and on average attendance was $19.68, for the current expenses incurred by the Board ; and was $17.64 on enrollment, and $21.00 on average attendance, for the current expenses, and also new buildings and repairs of old ones by the Inspector of Buildings.

The usual method of estimating the expenses of public schools in other cities is upon enrollment, and for current expenses only ; and upon this basis, the cost per pupil in our schools is lower than in most of the other large cities, but we prefer to submit the full statement, showing the cost per pupil for all expenditures for the use of the schools during the year, including the outlay by the Inspector of Buildings for new school houses and repairs.

The average annual salary of the teachers is $575.35, and of the teachers and officers of the Board $581.00, thus showing the cost per pupil, as well as the salaries, to be less than during the previous year.

No census of the children of school age between six and twenty-one years, in our city, was furnished last year, but, according to that taken in 1878, the number was 86,961. of which 42 589 were males and 44 372 females ; and of these 33,328 were in public schools, 13,550 in private schools, and 40,083 were not attending either. The above estimate is approximately correct now, and sufficient to enable us to judge the educational condition of the children in our city. The number of those not attending any school seems to be large, but it must not be considered as representing an ignorant class in our community, or those who are willfully absent from school. Most of the pupils in the grammar and primary schools are between six and fifteen years of age, and not more than four per cent. of the whole number ever enter the City College or Female High Schools, and it is fair, therefore, to presume that a majority of those between fifteen and twenty-one years have received instruction in public or private schools, and are now otherwise engaged in some useful occupation.

The attendance of pupils has generally improved during the past year, and the percentage of attendance was from 94.4 in the Western Female High School, to 69. in the evening schools, as follows:

Western Female High School	94.4
English-German Schools	92.2
Eastern Female High School	91.
Baltimore City College	90.5
Male Grammar Schools	87.7
Female Grammar Schools	84 7
Female Primary Schools	82.29

Male Primary Schools.....82 14
Colored Day Schools.....76.66
Normal Class 74.
Evening Schools... 69.

It will thus be seen that the attendance at some of the schools is very satisfacto y, but it is to be regretted that there should be such a difference between them in this respect. Irregular attendance and frequent absence of pupils or teachers must necessarily interrupt the progress and impede the success of the school, and every possible effort should be made to correct the evil.

The Bi-weekly Reports show a marked improvement in the attendance of the teachers during the last six months, and it is hoped that a like favorable report may soon be made with reference to the pupils in the schools where the evil exists.

RECEIPTS AND EXPENDITURES.

The total receipts from all sources for the use of the schools for the year ending December 31st, 1879, were as follows:

City Collector, City Taxes	$404,339 37
State Treasurer for White Schools	121,118 72
State Treasurer for Colored Schools	18,558 44
White Pupils, for use of Books	46,825 31
Colored Pupils, for use of Books	154 37
Interest on Legacy	129 59
	$591,125 80

The amount received from the State Treasurer was $19,960.41 less than during the year 1878. This fund arises from a tax of ten cents on each hundred dollars of taxable property throughout the State, which is annually levied for the support of the public schools, and paid into the State Treasury, and is afterwards apportioned and distributed to the Board of School Commissioners of Baltimore City and the several counties, in proportion to their population between the age of five and twenty years. The distribution of this fund seems to be inequitable and to the prejudice of the city, which pays for the support of the schools in the counties a much larger sum than it receives as its proportion of of this general tax—the amount paid during 1879 being $256,178.85, whilst it only received $139,677.16.

The expenditures by the Board on account of current expenses of the schools, and also by the Inspector of Buildings, were as follows :

WHITE SCHOOLS.

Salaries of Officers and Teachers..	$451,760 95
Rent of Buildings and Ground Rents	26,635 45
Books and Stationery	28,347 64
School Furniture	5,256 29
Heating Apparatus and repairs	8,283 99
Fuel	9,952 66
Repairs of Buildings and Furniture	3,601 67
Printing, Supplies, Incidentals	6,126 37
	$540,465 02

COLORED SCHOOLS.

Salaries	$40,186 20	
Rents and Ground Rents	3,321 75	
Books and Stationery	2,128 89	
Heating Apparatus and repairs	837 98	
Furniture	1,638 35	
Fuel	1,660 36	
Repairs and Cleaning	571 02	
Incidentals and Supplies	188 40	
		59,532 95
Total Current Expenses		$599,997 97

The expenditures by the Inspector of Buildings for new buildings and repairs:

White Schools	$43,326 87	
Colored Schools	570 35	
		$43,897 22

The above statement shows that the total amount of expenditures for account of the schools during the past year was $643,895.19, of which the Board disbursed $599,997.97 for current expenses above mentioned, and the Inspector of Buildings paid $43,897.22 for new buildings and repairs.

The appropriation for schools was $600,000.00, and the Board has complied with the ordinance which prohibits the expenditure of any sum beyond the appropriation made by the City Council.

ESTIMATE FOR 1880.

The estimated amount for current expenses for this year is $640,000, of which $576,000 is for White Schools, and $64,000 for Colored Schools, as follows:

Salaries of Officers and Teachers	$462,000
Rents and Ground Rents	29,000
Books and Stationery	40,000
Heating Apparatus and Repairs	11,000
Furniture	7,000
Fuel, Coal and Wood	13,000
Repairs and Cleaning of Houses and Furniture	7,000
Printing, Supplies and Incidentals	7,000
Colored Schools	64,000
	$640,000

The above estimate has been carefully made, and we believe the amount is necessary for the purpose of properly meeting the wants of the schools It is $40,000 more than the amount appropriated and expended last year, which was insufficient to enable the Board to satisfactorily perform its work, and in consequence of which many of the schools were not furnished with the books and other things needed by teachers and pupils.

These deficiencies must be supplied this year, and on this account we express the hope that the full estimate will be appropriated, with the assurance that only so much will be drawn as is imperatively required for the schools.

SCHOOL ACCOMMODATIONS.

The number of school houses owned by the city is 58, and their estimated value about $1,200,000, and four other buildings are temporarily rented until suitable houses can be erected.

Rented houses are seldom fit for school use, as they are generally the basement of churches, or old dwellings with-

out sufficient light, air or ventilation. In addition to these objections, the rent is generally high, and the amounts annually paid are larger than the interest on the sum which would erect new and suitable houses. It certainly, therefore, would be for the interest of the city and the benefit of the schools that a sufficient sum should be applied to the erection of new houses wherever needed, and thus dispense entirely with the use of rented buildings. If it was distinctly understood that three or four new buildings would be erected every year until the existing want was supplied, then the Board could determine in what part of the city the greatest need existed, and recommend action by the City Council. During the past year the building on East Baltimore street, for English-German School, No. 3, was completed, and is now occupied by about 1,000 pupils, under the charge of 21 teachers. The cost of the house was $15,413 28, and the lot is subject to an annual ground rent of $1,000. An appropriation of $18,000 was made for a new house at the northeast corner of Fayette and Greene streets, for Male Grammar and Primary Schools No. 1, and it will be finished during the summer and occupied at the opening of the schools in September. It will be commodious, well lighted and ventilated, and capable of seating 1,200 children The yard is not sufficiently large for the number of pupils, but this deficiency will doubtless be soon supplied by the purchase of additional contiguous ground, which can be had at a reasonable price.

The houses at corner of John and Eden streets, occupied by Primary Schools No. 20, and that at the corner of Bond and Chew streets, occupied by English-German Schools No. 4, were enlarged and improved, and both are more com-

fortable than formerly, but the latter is still very crowded and more space is needed.

Several other applications were made for new buildings and the enlargement of old ones, but as no special appropriations were made for the purpose the desired work was not done, except such alterations and repairs as were made by the Inspector of Buildings, who has done all in his power with the limited means at his disposal

The Board is necessarily compelled to apply again for additional school houses

The building on Hamburg street, occupied by English-German School No. 2, is unfit for use and ought at once to be replaced by one that is suitable and safe. There are over 700 pupils in the school and fifteen teachers, and they are entitled to better accommodations than they are now compelled to endure.

There is also need for a new house in the eastern section of the city to supply the urgent demand for more room, and it could be erected to advantage on the vacant lot on Eastern avenue, which was leased in 1876 by the city, at an annual ground rent of $350.00, for this purpose.

In addition to the above, the Committee on Buildings has recommended the erection of new buildings for Primary Schools No. 23, at the corner of Gough and Wolf streets, and Primary Schools No. 29, Hill street, and the enlargement of Primary School No. 18, on Argyle avenue.

The great increase in the number of pupils in Western Female High School has uncomfortably crowded the build-

ing, and if the increase continues, it will be necessary, at an early period, either to enlarge the present building by obtaining the adjoining property, or to divide the school and erect a new one elsewhere.

Our urgent request for more school room is based upon the fact that there is not proper seating capacity for the number of pupils. Many of the class rooms contain twice the number that ought to be in them, and this serious evil cannot be avoided for the want of sufficient and suitable accommodations.

The Board will probably be compelled, as a sanitary measure for the health of teachers and children, to adopt the rule existing in other cities, which fixes the seating capacity of every school building upon the basis of a sufficient floor surface and air space for each pupil, and excludes all beyond the number thus ascertained This rule might be an inconvenience to children, and delay their education, but it would certainly be better for them to submit to the privation, rather than to try to study under the adverse circumstances in which they are now often placed. We again recommend that the Inspector of Buildings be directed to examine all the houses, with a view to furnish such additional means of ingress and egress as may be necessary to guard against danger in case of fire. Several fires have occurred during the sessions of the schools, and although no fatal accident has happened, yet there has been difficulty in escaping by the single narrow entrances in some of the houses.

HEATING AND VENTILATION.

No uniform system of heating the buildings has been adopted, but the preference of the local committees on the schools has generally been respected by the Board. Many of the old houses are heated by stoves in each class room, but most of the new ones, by steam or hot air furnaces, and an effort is made to secure better ventilation in connection with the heating apparatus. It must be confessed, however, that these efforts have generally been futile, and whilst there is a sufficient supply of heat in the schools the ventilation is very imperfect.

There might be some palliation for the continuance of this evil if there was no remedy, but when it is admitted that it might be removed at a moderate cost, and the mode is suggested, there certainly can be no reason for failing to act promptly upon such an important matter. In his recent report to the City Council, with reference to the condition of one of the school buildings, Dr. Charles W. Chancellor, Secretary of the State Board of Health, says: "We do not appreciate sufficiently the magnitude of the evils produced by children breathing frequently a vitiated atmosphere, because the ultimate results are generally remote, but repeated exposures are sure to induce, or develop, a tendency to disease, especially of a pulmonary or nervous character, and to undermine slowly the firmest health.

"The langour, debility, loss of appetite, difficulty of breathing, coughs, nervous irritability and chronic affections of various kinds among pupils and teachers, especially females, are the natural fruits of exposure, day after day,

to an atmosphere constantly becoming more impure from the vitiated breath of many persons, and rendered still more unfit for respiration by dust and minute particles floating in it, tending to irritate the already inflamed and sensitive membrane which encloses the air-cells of the lungs."

This is the testimony of a distinguished physician, who has devoted much time to the hygienic condition of public buildings, and who is deeply interested in our schools, and his warning should not be disregarded.

During last year the Board asked for an appropriation to defray the cost of applying a system of ventilation which had been successfully tried in public and private buildings and schools, but the application was refused.

The Committees on Health and on Buildings, which have devoted much time to the examination of our school houses for the purpose of improving their sanitary condition, have reported that the desired result can be best effected by improvement in the ventilation, and the experiment has been satisfactorily tried in one or more of the old buildings by the application of an improved and inexpensive system.

The Board, therefore, again asks an appropriation of $5,000, for the purpose of improving all the houses, as far as practicable, in this respect.

CONDITION OF THE SCHOOLS.

The full and satisfactory reports of the Superintendent and Assistant Superintendent show the work and progress of the schools during the past year. The former made 206

official visits to schools of different grades, and carefully and critically examined all the classes, and gave special attenti n to those which most needed advice and encouragement.

These visits disclose the fact that there is a marked difference between some of the schools, resulting in part, doubtless, from the great difference in the teaching capacity and attention of teachers. But even with this drawback, on account of the inefficiency of some teachers, the past year was one of success and progress, and the most satisfactory results have followed the earnest efforts of the large majority who have labored with fidelity and zeal. The Superintendent is much encouraged by the general condition of the system, and reports perceptible advances in nearly every department.

The number of students in Baltimore City College was 579, being a considerable increase over the previous year. The College has kept pace numerically with the progress of the general system, and the work of all its departments has been performed with ability and success. The total cost was $30,530.93, and the amount received from pupils for use of books was $2,410.79, the cost being less and the receipts greater than during the previous year.

The addition of the fifth year to the collegiate course has proved to be a decided benefit to those who were willing to remain, and the committee hopes that no change will be made in this respect until it has been fully and fairly tested, especially as it only involves the employment of one additional tutor, at a salary of $1,000 per annum.

During the past year, the College suffered a severe loss by the death of Professor J. Asbury Morgan, Vice Principal,

who was an able and experienced teacher, and an earnest friend and advocate of liberal learning.

The *Female High Schools* continue to perform their work with success and satisfactory results. The number of pupils was 941, being an increase of 149 over the previous year, under the charge of 22 teachers The cost of these schools was $29,613.28, and the receipts for use of books were $2,734, the expenses being less and the receipts greater than during 1878.

The regular course of study is four years, and there has been no change in the curriculum since the last report. The complaint of the Superintendent that there are too many studies both in Baltimore City College and the Female High Schools is doubtless well founded, and the Board will probably make a proper reduction during this year.

These schools continue to retain the public confidence, and are increasing in numbers each succeeding year. They are appreciated by our citizens as an important and essential part of our school system, and the opposition to them is so impotent and limited that any attempt to abolish them, or impair their usefulness, would certainly meet just and general condemnation.

The number of *Grammar and Primary Schools* is the same as during the previous year, but there has been an increase of over 600 pupils in these departments. The total cost of the Grammar Schools during the past year was $195,466.28, and the receipts for the use of books were $19,056 49, and the cost of the Primary Schools was $205,136 64, and the receipts for books were $13,705 20.

The Committee on Grammar Schools report that they "are glad to note an improvement in most respects, especially in the subject of reading—a most important study. During the past year the character of the reading has improved in clearness, in pronunciation, and in understanding of what is read The arithmetic has maintained its standard, and in this study our grammar schools, with a few exceptions, accomplish excellent work. The new grammar (Harvey's) has worked its way into the schools with comparative ease, and is, in most essential points, well adapted to the purposes of grammar school instruction. There has been no falling off in this study, but on the contrary a perceptible advance. The proportion promoted from grade to grade during the past year has been greater than at any preceding period. The introduction of a sixth grade will, by extending the time at the disposal of each grade, enable the classes to accomplish still better results in this department."

The *Primary Schools* are under the special supervision of the Assistant Superintendent, who visits them frequently and assists the teachers and pupils in their work.

His report shows that there is a marked improvement in the regularity of attendance throughout these schools, and truancy is not as prevalent as formerly. This gratifying result is in consequence of the earnest efforts of the teachers, who appreciate the great importance of punctual attendance, and who are cordially co-operating with the Superintendent to make these schools attractive and successful.

There is, also, more equality than formerly in the size of

the classes in these schools, and the work, on this account, is more thoroughly done.

The rule requiring pupils not knowing the alphabet to enter the lowest grade during the months of September and February only, is benefitting this class, and if some arrangement could be made by which teachers possessing special skill in the instruction and management of young children might be induced to continue in charge of the lowest classes, and forego promotion, it would certainly be a great advantage to the schools.

There are five *English-German Schools*, containing 3,399 pupils, under the charge of 78 teachers, being an increase in the enrolled number of average attendance over the previous year. These schools are in a prosperous condition, and contain more pay pupils, in proportion to the whole number, than any other department of our system. The cost of these schools was $57,504.65, and the receipts from books were $8,918.83, the number of pay pupils being 2,934, and free pupils 465.

The liberal appropriation made for a new building for No 2 School, indicates their appreciation by the city authorities, and we hope the same spirit will continue until each school has suitable accommodations.

There are fourteen *Colored Day Schools*, containing 4,398 pupils, under the charge of 89 white teachers, besides four evening schools, containing 728 pupils, with 15 teachers, being an increase of 659 pupils.

The cost of these schools was $59,532 95, and the amount received for use of books was only $154.37, being an in-

crease in the amount expended and a decrease in receipts since 1878.

These schools are classified in the same manner as those for white children, and instruction is given in the same grades.

Irregularity in attendance is the obstacle to greater success in these schools Although the number of pupils has largely increased, and additional facilities have been furnished, yet the percentage of attendance has decreased from 79.98 in 1878, to 76 61 in 1879. The suggestion has been made that more regular attendance and better results could be secured by the employment of colored teachers, and a formal application has been made to try the experiment. The Board has carefully considered the subject, and is disposed to do whatever will best promote the interest and success of the schools, but it has not yet been able to organize a school under the exclusive charge of colored teachers, because only three candidates have passed the necessary examination, and neither of them above the grade of second assistant. Whenever a sufficient number has qualified, two or more schools will probably be placed under their charge and a fair opportunity be given to test their capacity for teaching colored children.

The *Normal Class* was organized for the purpose of assisting young teachers in their professional work, and thus benefitting the schools in which they are employed. By the rules of the Board, the graduates of the Female High Schools, and all others who are selected to teach in the public schools, of the grade of second assistant, are required to

attend at least twenty-six sessions of this class during the next twelve months after their election.

It might reasonably be supposed that all young teachers would voluntarily avail themselves of the advantage of this class, and be prompt in attendance. Such, however, is not the case, and the report of the Principal shows that the number of enrolled students has decreased from 132 in 1878, to 72 in 1879, with a corresponding diminution in average attendance, and that some of these do not comply with the above mentioned rule.

The class is under the supervision of an experienced Principal, with a corps of competent assistants, who are faithfully and earnestly working for the benefit of the schools, and they should be encouraged in their work. This can be effectively done in the appointment of teachers, by preferring those who have regularly attended the class, and discarding such as refuse or neglect to perform a duty which they owe to themselves and the schools.

EXAMINATION OF TEACHERS.

The Committee on Examinations report that they have examined 226 candidates during the past year, of whom 86 passed successfully, three as principals, five as first assistants, and the remainder as second assistants in grammar or primary schools.

The standard of examination is now higher than it was formerly, and there has been an advance in the character of work executed by candidates. There are now several hundred enrolled applicants who are eligible under the rules,

and are striving to secure positions as teachers, but the number is so far in excess of the demand that many will never be able to obtain an appointment. The Board recognizes the fact that the success of every system of schools, public or private, depends largely upon the character and capacity of the teachers, and it will endeavor to select from this large number, from time to time, those who are the best qualified to impart instruction to the pupils of our schools.

MUSIC AND DRAWING.

Music and Drawing are now taught in all the schools by special and the regular teachers, with great success. The recent examination in all grades, by the Committee on Music, showed the remarkable proficiency and progress of the pupils, who are fond of this study.

The report of the Committee on Drawing, also, shows that this branch of instruction has been taught satisfactorily during the past year, and that its practical value has been realized by some of those who have passed through the schools. The Supervisor states that those of our pupils who were examined for the Cadet Engineer Corps at the Naval Academy, received the highest marks given for drawing, and that he has procured desirable employment for several of them with architects and artists of our city, and has had very favorable reports of their work.

We regard these branches of education of great value, and think they are proper to be taught in our public schools.

DISCIPLINE.

The general discipline of the schools has been satisfactory. They are governed, as far as possible, without corporal

punishment, and when necessary, it is inflicted only by the principals, who are required to report to the Superintendent all cases of punishment, giving the names of the pupils and the date and cause. An examination of the reports shows that most of the schools are governed by other means, and without resort to this kind of punishment.

TEACHERS' SALARIES.

No change has been made in the salaries of teachers during the past year, and we recommend the continuance of the present schedule. If any progress has been made in the past, it must be attributed to the fidelity and energy of our teachers, and they should receive a liberal compensation for their services. This is good policy and true economy, and we hope that no effort will hereafter be made to reduce the present salaries, but if any change should be made, that some of them should be increased.

NON-RESIDENT PUPILS.

The number of pupils of this class during the past year was 250, and the amount received from them was $3,398 40. By an ordinance adopted in 1874, the Board of Commissioners was directed to make the following charges for the admission of children of non-resident parents, or guardians, into the Public Schools of the city, namely: To Baltimore City College, $50 00 per annum; Female High Schools, $32 00 per annum; Grammar Schools, $16.00 per annum, and Primary Schools, $12.00 per annum, and the same to be paid quarterly in advance.

The necessity for the ordinance arose from the fact that a

number of children of non-resident parents were receiving their education in our schools at the expense of the city, which was deemed inequitable to our citizens.

The principal objectors to the law are those who transact business and own considerable property in the city, but have removed to the county for health or other reasons. They claim that they annually pay taxes to the city for the support of the schools, and therefore their children ought to be allowed to attend upon the same terms as others, and not be compelled to pay a large additional charge because they prefer to reside in the country. Some of our teachers, who are receiving small salaries, reside in the county because it is more economical, and they also complain of the extra charge for their children.

The law is almost too rigid and general, and we think it might be so modified as to allow the Board to exercise its discretion in such cases as it may deem proper.

TEXT-BOOKS.

One of the most vexatious matters in connection with the management of public schools is the frequent change of text-books. It not only is the cause of great annoyance to committees, but is often an injury to the schools and an unnecessary expense to the public. The annual incursion of agents and publishe s of school books always begets excitement, and sometimes bitter strife, in consequence of their rivalry. They generally feel it to be their duty to represent the superiority of their own books over those in use, and sometimes they succeed in effecting changes for the worse. This has caused the Legislatures of several States to enact laws

forbidding such changes, except at intervals of from five to ten years, and thus to induce special care in the original selection and introduction of books in the schools. The experience of teachers proves that most text books owe their existence to commercial rather than educational considerations, and in view of this fact, it is probable that better results would be obtained if more oral instruction was given, and less dependence placed upon books. It is, of course, very desirable to use the best books when they are necessary, about which, however, there is always a diversity of opinion among educators; but it is generally conceded, and is undoubtedly true, that the success of a school depends more on the character and qualities of the teachers than of the books.

The report of the Committee on Books shows that but few changes were made during the past year. Arrangements were made by which Newell and Creery's Readers and the American Educational Series were retained in different departments of the schools, and Harvey's Grammars were substituted in place of Fewsmith's. Efforts were made to introduce another Geography in the place of Cornell's, but the Board refused to make the change.

The contract for books was given to Wm. J. C. Dulany & Co., at a discount of 30 per cent. off the wholesale prices, and for stationery to John B. Piet, at a discount of 66 per cent., and both contractors are satisfactorily performing their contracts. The total sum expended for books and stationery in 1879 was $30,476.53, and the amount received from pupils for their use was $46,979.68.

PUBLIC SCHOOL LIBRARY.

This library, for the use of teachers of the public schools, was recently established by an order of the Board, and two appropriations have been made for the purchase of books The amounts have been expended under the direction of the Committee on Books and the Superintendent, who have selected valuable works adapted to the want of those for whom they are intended.

The Library is located in the Baltimore City College, and is under the charge of Professor N. H. Thayer, who reports an increasing appreciation and interest on the part of the teachers. He has issued during the past year over 2,000 volumes to 400 persons; and in addition to these, a large number have used the reference department. Our purpose in establishing this free library was to increase the efficiency of our teachers, and thus promote the progress of our pupils, by furnishing them additional facilities for educational and general reading. There can be no doubt about the value and importance of such aids to public schools, and we feel it to be our duty to meet this proper demand by an appropriation for the purchase of additional books during the year.

TEACHERS' ASSOCIATIONS.

We again commend these associations and their important work to all teachers in our schools who desire honor and advancement in their profession The monthly meetings of the Central Association are now attended by our most efficient and earnest teachers, who thus co-operate for the purpose of obtaining more thorough knowledge of their work and

of the best methods of imparting instruction. Frequent interchange of views upon educational subjects must be of great advantage to those who desire higher culture, and it will certainly place them far in advance of those who are so superficial as to believe that they know enough. It is often charged that public school teachers rarely participate in matters of public interest outside of their usual work, and thus fail to impress the public with a proper sense of the true merits and ability of their profession. If the charge is true, now there is no reason why it should longer continue. Many of our teachers are as well qualified, in every respect, as any other class of citizens to take a prominent part in the discussion of subjects of public interest, and there should be no hesitation on their part in participating in all good works that will promote the welfare of the community.

The Eastern and Western Associations, composed entirely of female teachers, continue to perform their work with great success.

The Beneficial Association is composed of about three hundred teachers, and is organized for the benefit of such of their members as may need personal attention or pecuniary assistance during sickness Its object is important, and its value has been proven during the past year in the cases of a *number of members* who have been prevented from performing school work. The membership is confined to public school teachers of the city, who are entitled to its benefits upon the payment of $5.00 initiation fee, and $3.00 annually thereafter. All these associations are worthy the attention of the teachers, and they ought to voluntarily co-operate in a work of such great importance to themselves and the schools.

INDUSTRIAL EDUCATION.

In a previous report, the Board expressed appreciation of the voluntary instruction in the domestic and industrial branches of female education, given by some of the teachers in our schools. At the request of the President, some of them cheerfully undertook the work of teaching sewing, knitting, embroidery and other useful branches, and one afternoon in each week was devoted to this instruction of the female pupils of the schools. The experiment was successful, and satisfactory to pupils and patrons of the schools, and a general wish was expressed for its continuance.

Similar instruction is given in the public schools of other cities, as a part of the regular course of study, and the reports show that the benefits resulting are apparent in the improved appearance of the childrens' clothing in school, and are felt and appreciated in many homes.

Though this department may not have been within the original scope of our system of education, yet there is no reason why it should not now be included, if it can be made useful to the children of our schools. There can be no doubt about its great value as a part of female education.

This is so generally felt, that in most of the private schools there is a department of sewing, in which such instruction is given as may be made available either for the home circle or as a means of support.

Many of our pupils will never have the opportunity of acquiring this useful knowledge at home, and must grow up

in ignorance of that which is indispensable to every woman, whatever may be her circumstances in life, unless such instruction is furnished to them in our schools. Petitions have been received during the past year from some well known citizens and patrons of our schools, asking the general introduction of this department of education in our schools, and the subject is now under consideration, and report will soon be made upon this important kind of school work.

INTESTATES' ESTATES.

By the laws of the State, the Board of Commissioners of Public Schools is entitled to receive all the funds arising from intestates' estates which may be administered in the Orphans' Court of the city, and which remain undistributed for want of legal representatives of the deceased intestates.

During the past year, the estate of Sarah A. Fowler, who died intestate and without legal representatives, was settled by E. Beatty Graff, administrator, who paid to the Board the sum of $1,401.30, and also conveyed a lot and house on Biddle street, valued at $3,500.00.

INCORPORATION OF THE BOARD.

We renew the application made in our last report, that the Board be authorized to be incorporated under the general laws of the State, or by Act of Assembly, and thus be enabled to make and execute all necessary contracts, and prosecute and defend all claims and suits in its corporate capacity.

During the past few years, the members of the Board have been personally sued on several occasions for their

official acts, and have been subjected to considerable personal expense in defending these suits.

We think that Commissioners should not thus be compelled to personally appear in court in defence of their official action, and the difficulty and annoyance may be obviated in the future by an ordinance authorizing their incorporation.

JOHN T. MORRIS,

President.

SEMI-CENTENNIAL CELEBRATION.

The Semi-Centennial Celebration of the Public Schools of Baltimore City, took place at Druid Hill Park on Thursday, September 25th, 1879.

The first school was opened on the 21st September, 1829, and it was deemed appropriate that the fiftieth anniversary of that event should be commemorated by a public demonstration. The anniversary occurred on Sunday this year, and the celebration was, therefore, arranged for the next day, but in consequence of the inclemency of the weather it was postponed.

The general arrangements were made by a committee of the Board of Commissioners, consisting of G. S. Griffith, Jr., John B. Wentz, H. B. Roemer, Wm. M. Ives and Jos. H. Gale. The programme consisted of music by the Fifth Regiment Band; singing by twenty-five hundred children of the schools, under the direction of Professor William A. Tarbutton, assisted by Professors Charles F. Percivall, J. Harry Deems and Edward F. Grady, and addresses by the Governor of Maryland, the Mayor of the City and other prominent citizens interested in public education.

It was estimated that over one hundred thousand persons were present, of whom twenty thousand were pupils of the schools.

The exercises were introduced with appropriate music, after which the following addresses were delivered:

INTRODUCTORY ADDRESS OF JOHN T. MORRIS.

We have assembled here to-day for the purpose of celebrating the fiftieth anniversary of the public schools of Baltimore city, and I congratulate you on the auspicious circumstances under which we meet and welcome you to the festival. I greet you, distinguished representatives of the state and city, eminent educators and friends of public education, teachers and pupils of our schools, and citizens of every grade and occupation who have come together for the purpose of expressing your appreciation of the occasion and testifying your devotion to the cause we celebrate. You believe that religious and political liberty depend in a great degree upon the intelligence of the people, and that it is the duty of the state to educate our children in such manner as will best qualify them to perform their duties of citizenship, and you have assembled to give expression to that sentiment.

We meet, not as the members and representatives of any political party or religious sect, but as the friends of a great educational party, which remembers with gratitude the noble worth of our ancestors, who founded a system of public instruction for our people. We have assembled to recall and recount their good deeds, and to resolve that we will foster and perpetuate the work that they have handed down to us. More than half a century has passed since the authorities of

our city first adopted an ordinance to establish public schools. It was a small beginning, and not only lacked public sympathy, but even encountered opposition. But a great change has taken place since then, not only in the schools, but in public sentiment with reference to them, and we now have a system of free public instruction, appreciated and approved by the people.

Upon this occasion it may be interesting to note some of these changes and to present a brief sketch of the origin and progress of our schools, and thus compare the past with the present. It will enable us better to appreciate the noble purpose of their founders as well as the successful care and attention which have been bestowed upon them by those who have so faithfully labored for their growth.

The earliest legislation of the state with reference to public schools in Baltimore was in the year 1826, at which time an act was passed by the General Assembly authorizing the Mayor and City Council to establish public schools in this city, and to collect such taxes as might be necessary for their support.

On the 17th of January, 1827, an ordinance was adopted by the city approving and accepting the above act of the General Assembly, and on the 8th of March, 1828, another ordinance was adopted creating a Board of Commissioners of Public Schools, and vesting them with the power to establish schools. By its provisions six commissioners were to be elected by the two branches of the City Council annually in the month of January, who shall constitue a board, of which the Mayor was the president *ex-officio*. They were directed

to divide the city into six school districts, and to establish one school in each district on the monitorial plan ; each school to be divided into two departments, one for males and the other for females, and every child should pay one dollar per quarter, unless excepted therefrom by the commissioners. The following well-known citizens constituted the first Board of Commissioners, all of whom are now deceased : Jacob Small, Fielding Lucas, Joseph Cushing, John Reese, Wm. Hubbard and John B. Morris. They were earnest, energetic and faithful to their trust, and their memory should be cherished by us who have lived to enjoy the fruits of their labor and zeal.

The ordinance vested these gentlemen with full power to establish schools, but unfortunately failed to provide adequate means for their support, and hence nothing was done during that year towards opening the schools.

The board, however, carefully considered the important interest committed to their charge, and concluded that there was no necessity at that time to open the number of schools required by the ordinance, and reported their views to the City Council, and accordingly, on the 6th of April, 1829, a supplemental ordinance was adopted directing the commissioners to open "one or more schools on the monitorial plan" in their discretion, and at the same time authorized them to make certain collections from the Treasurer of the state for the support of the schools The amount thus received was only $1,431.41, and as the City Council did not make any additional appropriation, the commissioners felt reluctant to commence their work.

Realizing, however, the importance of their trust, and being anxious to do all in their power, they concluded to make the experiment with the limited means at their control. Accordingly, on the 21st of July, 1829, the board resolved to establish four schools—two in the eastern section and two in the western section of the city—and on the 21st of September following, the first public school in Baltimore city was opened in the basement of the Presbyterian Church then on the east side of Eutaw street, between Saratoga and Mulberry streets, and was placed under the charge of Wm. H. Coffin, who was the first public school teacher. And this is the event which we celebrate to-day. On the 28th of September, 1829, two other schools were opened on Bond street, near Canton avenue, under the charge of Thomas Randolph and Harriet D. Randolph—the one for boys and the other for girls.

The fourth school was not opened until the next year, because a suitable building could not be obtained in the western part of the city for the purpose. The first boy enrolled in the public school was Andrew Reese, a son of one of the commissioners, and the first girl was Miss Morrow, both of whom are with us to-day to join in this celebration and to witness the great progress made in the schools since the time they entered in 1829.

On the 7th of April, 1830, an ordinance was adopted reducing into one the several ordinances relating to public schools, and by which the powers and duties of commissioners were increased. During that year a tax of $12\frac{1}{2}$ cents on every hundred dollars worth of assessable property was levied for the support of the schools, which gave some as-

surance to the commissioners that their work was appreciated and that their future efforts would be sustained.

The schools were conducted on the monitorial plan until 1839, and were designated simply public schools, there being no distinct separation between the primary and grammar schools. The schools for boys were taught entirely by male teachers until nearly twenty years after their establishment, at which time female assistants were introduced with great success. Since then female teachers have been appointed in every department of the schools, and they now constitute seven-eighths of the whole number, there being 820 teachers, of whom 704 are females.

The history of the schools during the first ten years of their existence was eventful and interesting The friends of the system were alternately encouraged and depressed, and every effort was made by the commissioners to remove objections and to popularize their work. The number of pupils during the first year was 269, with three teachers, which increased until 1835, when it was 867, with eight teachers. During the next three years the number declined to 675, and there seemed to exist the necessity for some additional stimulus for the public mind, which was furnished in 1839, when a reaction occurred, and the number of pupils commenced to increase rapidly, so that during the next ten years the number increased to 6,763 under the charge of 107 teachers.

During that year, by resolution of the City Council adopted March 7th, the Male High School (now Baltimore City College) was established, in which the higher branches

of English and classical literature were to be taught. This addition to the system of instruction was in response to the demand of intelligent public sentiment, and had a most important influence on the progress of the schools.

The Male High School was opened on the 20th of October, 1839, under the charge of Professor Nathan C Brooks, a distinguished scholar and educator, and who is still engaged in the work of teaching, and participates with us to-day in this celebration.

The establishment of this school had a wonderful influence in increasing the efficacy, popularity and patronage of the system By ordinance adopted March 9th, 1866, the name of this school was changed to Baltimore City College, and the board was authorized to confer diplomas on the graduates. Many of our most prominent and useful citizens are graduates of this institution, which is now successfully performing its work with 550 pupils, most of whom are with us to-day.

In 1844 the City Council authorized the board to establish two High Schools for girls, and during that year the Eastern and Western Female High Schools were established —being the first schools of that grade ever organized as a part of any public school system. Their value and importance have become apparent, and they at once secured popular favor, which they still retain. These schools for the higher education and culture of women, had a marked influence on the female schools of lower grades, and contributed greatly to the success of the whole system. They also continue to perform the important work, and are repre-

sented on this occasion by many hundred graduates and pupils.

In 1843 vocal music was introduced into the schools, and it was placed under the charge of the venerable professor who is still engaged in the same service, and who will contribute to the pleasure of this occasion with the music of his pupils. In 1848 primary schools were engrafted on the system as a distinct department and grammar schools were established. All this was the basis of our present system of graded schools.

In 1851 the normal schools were established and placed under the charge of two of our most successful female teachers, one of whom is still faithfully performing work in our schools.

In 1855 the City Council authorized the board to establish a floating school for the education of sailors, for the purpose of benefitting the merchant service. It was organized under the joint control of the Board of Trade and the Board of Commissioners of Public Schools, and was successfully continued for several years, but during the late war it commenced to decline, and in 1865 its operations were entirely suspended and have never been resumed.

Previous to 1867 no provisions had been made by the city for the education of colored children in the public schools, but during that year and 1868 ordinances were adopted directing the establishment of separate schools for colored children, and a liberal appropriation was made for their support. Under those ordinances twelve schools have been

in successful operation, containing 4,500 pupils, receiving instruction in the primary and grammar grades. The teachers of these schools are of the same grade as those in the schools for white children, and perform their work with earnestness and fidelity. The buildings and other appointments are of the same character as those used in the other departments of the schools, and every reasonable facility is furnished for the instruction of this class of pupils.

In 1873 the City Council directed the board to inquire into the expediency of introducing the study of the German language into the schools, and after an examination of the subject and a favorable report, several schools were organized for the study of English and German together, which now constitute the English-German schools of our system. These have been received with great favor by the public, and are successfully performing their important work.

I have thus briefly traced the history of the public schools of our city from their small beginning in 1829 to their present growth in 1879, and they now greet you with over 800 teachers and nearly 40,000 pupils. Surely we have cause for thankfulness that such progress has been made and success attained, and we cannot doubt the future of our schools.

The state and city have showed their appreciation of the value and importance of free instruction by the adoption and liberal support of systems of education that have secured the public confidence. Progress is the watchword of our schools. There is no step backward, but they move forward from year to year. The friends of public schools are everywhere ascendant, and their success in the future will be even

greater than in the past. At no period in our history has the value of our schools been more highly appreciated than at the present time. They are recognized as the basis of our religious, political and social welfare.

If it be true, as we believe it is, that the general diffusion of knowledge is essential to the full preservation of the rights of the people, then free education is the very foundation of the public fabric, and it should be broad and deep and strong. It is the duty of those in charge of every system of public instruction to so liberalize and enlarge its scope that it will fully meet the wants of the community in which it exists. The public schools are not what they once were, it is sometimes alleged; that their original purpose was only to provide elementary education for the poor and illiterate class of society, which could not pay for its instruction. We do not believe that such was the purpose or design of the founders of our educational system, but that, on the contrary, they intended to furnish the most liberal instruction to every child, such as would fit him to successfully perform his obligations to society in whatever sphere he may be called to act.

Our schools are composed of all classes in the community, with various wants and different purposes. It is in these schools that the great mass of our citizens will receive their moral and intellectual training. Let the whole community be gratified in its educational desires, each one according to his wants and preferences, and there can be no complaint of unfair discrimination. Our schools are open to all, without distinction of race, religion or party, and they should ever be kept free from the baneful result of sectarian or partisan

influence and control. They must live by public sympathy and support, and should be generously sustained by liberal appropriation by those in authority, even though chronic croakers do find fault.

We recognize the truth of the noble sentiments expressed by the distinguished expounder of the Constitution, Daniel Webster, when he said : "For the purpose of public instruction we hold every man subject to taxation in proportion to his property, and we look not to the question whether he himself have or have not children to be benefitted by the education for which he pays. We regard it as a wise and liberal system, by which property and life and the peace of society are secured. By general instruction we seek as far as possible to purify the whole moral atmosphere, to keep good sentiments uppermost, and to turn the strong current of feeling and opinion against immorality and crime. We confidently trust that by the diffusion of general knowledge and good and virtuous sentiments the public fabric may be secured as well against violence and overthrow as against the slow but sure undermining of licentiousness. It is every man's undoubted birthright. It is the great blessing which the Constitution has secured to him. It is his solace in life, and it may well be his consolation in death, that his country is pledged by the faith which it has plighted to all its citizens to protect his children from ignorance, barbarism and vice."

We commend to you our public schools as worthy of your confidence and support, and ask your aid in removing from them the imperfections and errors which still exist, so that they may attain that proud position which their founders

intended when they declared them to be for "the honor, the happiness and the welfare of our city."

I again most cordially welcome all to this Semi-Centennial Celebration of our schools, and express the hope that such of you as may be permitted to celebrate the centennial fifty years hence will then kindly remember the festival of to day.

GOVERNOR JOHN LEE CARROLL

Was introduced by Mr. Morris, and said :

The spectacle which is presented here to-day is certainly most cheering to the heart of every man who loves his country and feels that education should go hand in hand with the material prosperity of our nation. I congratulate you, Mr. President and gentlemen of the Board of Commissioners, not only upon the fact that you have been able to show the dry statistical figures which mark so strikingly the progress of our public schools, but that to-day you can present this living mass of evidence in support of that prosperity of which we feel so justly proud. This is a scene, indeed, over which any nation and people can well rejoice, for it lays before us the fruits of earnest labor in the past, and holds out to us the bright promise of security in the future

The point of difference between this and other celebrations in which, during the past few years, we have all been called upon to share, is that they have marked their centennial anniversary, while this can exhibit but the record of fifty years ; and yet it appears to me that all the wealth and growth, the skill and industry, of our great centennial must

be based upon the education and intelligence that these fifty years have given us.

As the great Rhode Island engine in Machinery Hall gave life and motion to the countless looms and the complicated structure around it, so has the diffusion of knowledge inspired the genius and quickened the industry of our people.

Modern civilization has decided finally that no nation can afford to leave the masses of its people in ignorance, and as they cannot educate themselves, the expense must be borne by the public. This was doubtless the intention of those who framed our government, for instead of placing authority in the hands of a special class, born to rule as of divine right, they threw upon the people the necessity for improvement by giving to each one the power of obtaining the highest honors.

And so it has happened, in this regard, that what in other countries has been left somewhat to chance or accident, is here regulated and controlled by law. "We hold," said one of our greatest statesmen, "that for the purposes of instruction every man is liable to taxation in proportion to his property, and we look not to the question whether he have or have not children to be benefitted by the education for which he pays. We regard it as a wise and liberal system of police, by which life and property and the peace of society are secured. We look for a security above and beyond the law in the development of an enlightened moral sentiment, and, knowing that our government rests upon the public will, we endeavor to preserve it by giving to that will a safe and proper direction."

And now the responsibility rests with those who have in charge our system to see that its practical workings are kept up to the standard of the past. Let them see to it that the youth of the state are provided with teachers who will impart to them not only the knowledge that may be found written down in books, but also the far more important lessons from what may be termed the unwritten law; to lead them to the knowledge of what high tone and honor demand, and compel them at all times to listen to its callings; to lay before them the necessity of learning to obey in order that they, too, at some future day may know how to rule; and, above all, to impress upon them the importance of their obligations to their fellow-man. If this can be done in the true spirit, we have no fear but that education will continue to be the greatest source of strength that we possess as a nation.

ADDRESS OF MAYOR LATROBE.

Mayor Ferdinand C. Latrobe was introduced and said:

Ladies and Gentlemen.—We have assembled to-day to celebrate the semi-centennial anniversary of an event, the results of which have largely contributed to the prosperity and happiness of the people of Baltimore.

The events usually commemorated in a nation's history are in some way connected with its wars for conquest or defense, and therefore inseparably associated with recollections of bloodshed and destruction. But the time has now come when the development of intelligence is being recognized as the most substantial and permanent element of public greatness; when efforts devoted to the culture and improvement of man's intellect rather than to his extermination are re-

garded as most worthy of ambition. Under such a condition of society, the celebration of the semi-centennial anniversary of the establishment of the public schools in the city of Baltimore becomes a most interesting occasion.

In the month of September, 1829, when the population of our city was 81,000, the first public schools were opened—one for males on the 21st of September, under the management of Wm H. Coffin, in the basement of what was known as the Third Presbyterian Church, on Eutaw street, and two, one each for males and females, were opened on the 28th of the same month, under the charge of Thomas Randolph and Harriet D. Randolph, on Bond street, near Canton avenue The first pupil entered at the schools was Andrew Reese. The expenses of the first quarter were $767.35. The number of pupils was 254. The names of the first School Commissioners were Jacob Small, John B. Morris, Fielding Lucas, Joseph Cushing, John Reese and Wm. Hubbard.

Fifty years have elapsed, the population of Baltimore is now upwards of 350,000 people, the schools number 127, and the number of enrolled pupils is 35,288. And I am sure that notwithstanding the large sums expended in the cause, the state has been amply repaid for its outlay. That public education is considered a part of our system of government is shown by the fact that nearly every state in the Union has regarded it as a part of its organic law. Living under a republican form of government, depending for the enactment of our laws and the choice of our executive officers upon universal suffrage, it becomes an absolute necessity to educate the masses of the people.

It was for this reason the early founders of the republic boldly enunciated the broad doctrine "that it was the bounden duty of the state not only to take care of but to provide liberally for the education of all her children."

The first settlers in the country, flying from religious persecution in the old world to find freedom of thought and action in the new, depending upon self-government for the organization of the state, recognized the necessity of intelligence and education.

In less than thirty years after the landing of the pilgrims at Plymouth one of the earliest laws enacted was "that in every township of fifty families competent persons should be employed to teach the children, and when the number of children increased to one hundred, a free high school or grammar school, as it was then called, should be maintained, in which the youth should be instructed in more liberal studies and fitted for the univers'ty." That was the first law ever enacted in this country for the establishment of free schools.

As it increased in population and from a few settlers in the wilderness grew from colonies into states, which, after a great struggle in arms, achieved their independence and formed a mighty nation, the value of education continued to be recognized as the keystone of popular government. Wm. Penn, the founder of Pennsylvania, admonished the colonies to educate the people. Washington, the Father of his Country, said: "Educate the people, the whole people." Jefferson, the author of the Declaration of Independence, gave the same advice, and devoted the latter portion of his life to the

establishment of a system of public education in his native State.

Profound statesmen at that early day realized that the maintenance of liberty was dependent upon intelligence, and that the time was rapidly passing when mighty armaments would constitute the strength of a nation, and when the true greatness would consist not only in its national prosperity, but also in the wide diffusion of knowledge among its people, for the former is in a great measure, I might also say absolutely, dependent upon the latter.

As a people increases in numbers, and gathers, as is the nature of man, into large communities or centres, universal or manhood suffrage, without education, will lead from mob law to violence, tyranny and despotism. The extraordinary growth and prosperity of the Western States is an apt illustration of what can be accomplished by the enterprise of an intelligent people. Settled as most of them are by the flowing population of New England, where popular education is so strictly enforced by law, the emigrant carried with him to his frontier home the great idea that intelligence is the corner-stone of every prosperous community. Every village had its school-house, and as villages became towns, and territories states, ample provision was made in the organic law for educating the people.

Go where you will throughout these great western commonwealths, teeming with a most enterprising population, the land actually flowing with milk and honey, the abundant harvests furnishing food for half of Europe, the extraordinary growth of their great cities, actually among the won-

ders of the world, and you find everywhere, in the smallest country village and the greatest centre of wealth and commerce, that the education of the people is regarded as an absolute essential in the organization of society.

We have but to look around us at the numbers taking part in this celebration to realize that popular education has a stronghold in the hearts of the people of Maryland and Baltimore. The 35,000 pupils enrolled constitute in themselves one tenth of the population of the city ; the average annual increase in the numbers of scholars is over 1,000, requiring proper facilities in the erection of school-houses for their accommodation. For fifty years has the system been fostered and maintained ; few of us on this platform will probably live too see its centennial anniversary, but there are many among you children who will in 1929 remember this occasion. And although no longer young and light-hearted as you are to-day, with neither cares nor responsibilities, you will, perhaps, as old men or women, visit this spot and recall the events which took place here fifty years ago. I think you may find then that the Baltimore and Maryland of the twentieth century will yet cherish the institution of free public education as the one great bulwark that will ensure a continuance of the liberties and happiness of the people.

FRANCIS T. KING'S REMARKS.

Mr. Francis T. King said : While standing before you and looking over the vast crowd of young faces one idea is especially prominent and gives this assembly a character peculiary its own.

It is not the hope and eagerness of youth, nor the beauty of nature in the bright autumn air, though both are around us, but it is the fact that you have been brought here to-day distinctively as public school scholars. Do you know all that this implies?

Let me tell you in a few words. It not only means that you are being educated, but it also means that you are being educated as American citizens—it means that from your earliest childhood your country is interested in your welfare, and is striving to fit you to fill worthy places in it.

Now, what do you owe her in return? Not dollars and cents—they cannot pay the debt—but ardent patriotism, honest citizenship and faithful service are the best returns for her solicitude and care.

Our public school system is our proper boast and our chief hope for the future. It more than anything else insures that liberty which the Constitution sets forth. For what avails it to offer a secure home, an unlimited franchise and equality to all men if the mind is dwarfed and dulled by ignorance and prejudice, so that the true object of all these blessings is not known. A great historian in speaking of the fall of the Roman republic and the rise of empire, and pointing to that period of history as an important lesson for future ages, says: "In fact a free government is only possible when individual men can govern their own lives on moral principles, and when duty is of more importance than pleasure, and justice than material expediency."

We have the free republic, but let us heed the warning of the historian.

There is one other point which your coming together suggests. It is a great thing to be thus early identified with the progress of the country, it is a great thing to become an American citizen with all its advantages and responsibilities, which your present position as public school scholars points to, but wide as our land is, and great as are its resources and institutions, there is another tie which binds you, other and broader interests, which you have apart from country or Constitution—the ties of a common humanity. Living at a period when the practical inventions of science have connected all parts of the globe, and bring tidings from everywhere, our hearts must throb in sympathy with the victims of famine and pestilence, our minds must be quickened by hearing of new discoveries and inventions, our aspirations must soar higher at the tales of heroism and self-sacrificing labor, or shrink from and be lowered by hearing of crime and wrong. So the whole world is bound together in a common brotherhood.

In closing, let me impress upon you this great truth—"He is the best citizen of earth whose citizenship is in heaven."

REMARKS OF HON. J. MORRISON HARRIS.

Hon. J. Morrison Harris said that the request of the chairman that the speakers should occupy but a few minutes was most proper and would be strictly followed by him. He was there to show his earnest sympathy with the occasion and the cause. When he looked out upon this magnificent gathering, this multitudinous outpouring of children and teachers and friends, and contrasted the present and the past, he felt that

speeches were not needed to heighten the popular enthusiasm or to convince the general mind that near and dear to the heart of this community are our public schools.

He offered his heartiest congratulations to those who, in the past and present, had given their intelligent and hearty labor to the increase of their efficiency, and referred with warm commendation to his friend Mr. Morris, who had contributed in so marked a manner to their great success.

He said that the occasion and the scene before him made irresistible appeal to every man of reflection and sensibility, and gave splendid illustration of the faith of the people of Baltimore in that grand, underlying principle and necessity of a free people—popular education; that grandest buttress of liberty; that influence mightier than the sword to build up and conserve the state; that potency of the people, with all its deviating and purifying influences, without which self-government must be a failure and republics could not exist.

In concluding, he urged as a personal good and public duty, the fealty of all to our public school system; the exercise of wisdom in its supervision and control; the correction of any errors that may mark it, and a more general and earnest effort so to strengthen and enlarge it, that the future may yet more firmly establish it in the hearts of the people and crown it with the general benediction.

REMARKS OF PROF. M. A. NEWELL

Prof. M. A. Newell said: The city of Baltimore has a great pride in her public schools. As the schools of 1829 are to the schools of to-day, so shall the schools of to-day be to the schools of 1929.

Our schools are good, but they are not perfect. If they would continue to live they must continue to improve. Stagnation is death, and if you ask me in what direction this improvement is to take place, I would say in the closer alliance of educated intelligence with manual industry. If in the past education, has been looked up to as the redeemer of mankind from the necessity of physical labor, the education of the future must be the handmaid and bond-servant of the workingman. If the past aim of the schools has been to prepare men to be teachers, lawyer, doctors and preachers, the schools of the future will give them equal preparation for becoming farmers and mechanics. I hope I shall not be misunderstood: Our public schools do not make physicians, neither can they make farmers; but the education of the future must not be monopolized by the non-working minority. Whatever can be taught in school to make a man a better worker must not be denied him, and the education of the hand must be allowed its place alongside of the education of the brain. The past century has set us free from the old dogma that "ignorance is the mother of devotion." The coming century must deliver us from the equally absurd superstition that ignorance is the mother of industry. It must prove by experiment that there is no incompatibility between the highest intellectual culture and the severest forms of physical labor. I have no doubt that our schools will prove themselves equal to the task which the future will set them. Cherish them, my friends, as the anchor of our hope, the bulwark of our institutions. God grant that under their fostering care "our sons may be as plants grown up in their youth, that our daughters may be as corner stones polished after the similitude of a palace."

THE FIRST SCHOLAR—EARLY RECOLLECTIONS BY MR. ANDREW REESE.

Mr. Andrew Reese, the first scholar admitted to the public schools of the city, alluded to in Mr. John T. Morris' address, prepared a paper containing some of his early recollections, which was read as follows:

The president of the Board of School Commissioners has requested me to write out some of my early recollections of the first public school, and I have briefly attempted to comply with his request. The first public school in the city was opened on the morning of September 21, 1829, under the charge of Mr. Wm. H. Coffin, in the basement of the Rev. Dr. Musgrave's church, situated on Eutaw street, between Mulberry and Saratoga streets, in the building now known as St. Mark's Lutheran Church.

The attendance on the first day consisted of seven as likely boys as ever graced a first-class college—though the opinion of a great many at the time was that none but the lower classes of society would send their children to their public schools. The warmest advocate of public school instruction at that time was the venerated father of John Reese, who was the first to suggest public instruction, and first to advocate it in the City Council, and who was also one of the first public school commissioners.

I have heard him recommend to the other commissioners that each of them should send their sons to the schools, in order to give them (the schools) both character and standing, and so I was selected to give No. 1 a good send-off.

And there was I, on the first day—or rather, on the 21st—the first boy in the first public school in Baltimore What recollections crowd upon the memory at the thought of having been the first boy! I had this advantage, however; I was the best looking, I was the farthest advanced, I was at the head of every class—and, in short, I was the best and only boy in school, and could lick all the rest. And such a school—one teacher and one scholar—no piles of marbles, tops or confiscated taffy adorned the teacher's desk.

Not even the rattan had been purchased, and as for books, a school with but one scholar could not expect to create much of a contest between Kelly & Piet and Bond and Dulany to supply it with stationery. It was a grave old school. As every house has a skeleton in its closet so were we reminded of our latter end—in the absence of the rattan—by having a *Coffin* continually before us. But here comes Commissioner Cushing with another boy, and it looks very much like Joseph Whitney. So here were Joe and I on our good behavior giving character to the school, and the afternoon and morning wore away, and the first public school of Baltimore was established.

The school was next door to the old New Market engine house. On the opposite side of the street, extending from Saratoga to Mulberry streets, was a lumber yard—the playground and hiding place of the boys, behind the huge lumber piles of which they ran to escape the wrath of old Billy Dixon, a diminutive vender of soap and candles, who carried his box on his back, and whom the boys loved to tease with the following refrain:

"Old Billy Dixon, poor old man,
Sold his wife for an old tin pan!"

Billy could not stand the soft imputation of having disposed of his better half in that way, and was always ready to show fight whenever the boys assailed him. Another prominent character of the day was known as Fippennybit Johnson, a dealer in blacking and ink, and who also came in for a goodly share of teasing. Old Hagar and Mrs. Dehoff were also the recipients of the boys' tender regards. But the most popular old lady of the day was Mrs. Avese, the French taffy woman, who wore a gold ring in her nose, and who exchanged taffy for well written, well blotted copy books with which she used to wrap up her sweet wares. The books used in our school were Heazen's symbolical primer, Heazen's speller and definer, Murray's grammar and Randolph's arithmetic.

The furniture of our schools was not of a very costly character, the whole outfit having been purchased for the sum of $60. The school was conducted on the monitorial plan—that is to say, the furthest advanced boys taught the younger ones, while the teacher, in turn, instructed them. The rent paid for our school room was $140 a year. A Mr. Willigman took charge of the school after Mr. Coffin's "undertaking" a female school. But Mr. W. did not remain long as principal of No. 1. He was succeeded by a jolly old Irishman named McCurdy, who used to bring the boys to order with a dog-whistle and a sound thrashing, but who, withal, was a first-rate teacher.

The most popular active games of the boys in those days were "shinny," "prisoner's base" and "hickenny dickenny," which last game was never known to have been played elsewhere. The game of base-ball at that day was

unknown, and it is a great pity it was ever invented. Our Saturday play ground was over the reservoir, which was underground and arched over, on the lot opposite the Cathedral, part of which is now covered by the residence of ex-Governor Swann. One of Saturday's amusements was to fight the Old Town boys a stone battle, and when No. 1 boys took the field the "Old Towners" had to leave Howard's Woods. But I fear I am making my recollections too long, so I will close by wishing continued success to the public schools, its commissioners, its teachers and its scholars; and may you all live to celebrate the centennial of the Baltimore public schools.

Brief addresses were also made by Mr. Michael Connolly, who was appointed a teacher in the public schools in 1834; Hon. Frank P. Stevens, Chairman of Committee on Education of City Council, and Mr. Joseph Thompson, who was a member of the first graduating class in City College in 1851.

At the close of the exercises at the stand, the immense audience began to disperse and return to the city, though many remained to witness the military drill of Baltimore City College Cadets, who had performed escort duty during the day, and were warmly commended for their appearance and deportment.

Thus ended one of the most imposing and successful demonstrations ever witnessed in our city—an interesting and significant epoch in the history of our schools which will never be forgotten by our citizens.

Table.

TABLE

Containing the Location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

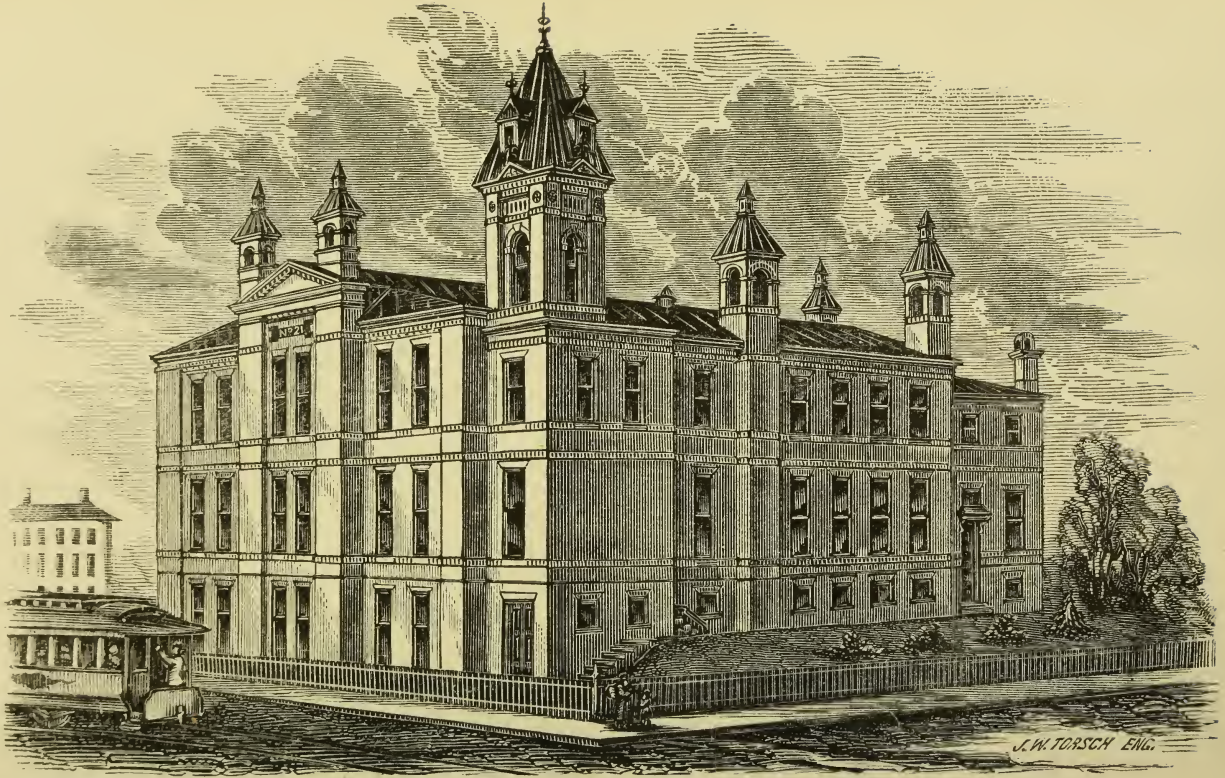
Schools.	Location.	Size of Lot.	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
Balto. City College..	Howard street, opposite Centre.....	120x200	100x162	$3,600 00	$134,000	1874
E. F. High School...	Aisquith and Mullikin streets.....	102x216	102x91	540 91	97,805	1868
W. F. High School..	Fayette street, near Paca	98x144	77x132	1,188 00	60,000	1858
Male Gram. & P. No.1	N. E. corner Fayette and Green streets ...	91²′x102	61x96⁷′	354 00	17,350	1880
" "	" " " "	Wing	22x33²′			
F. Gram. & Pri. No. 1	S. W. corner Fayette and Green streets ...	77⁶′x170	50x130	1,094 75	29,520	1875
Grammar No. 2....	S. W. corner Broadway and Bank street..	100x141	52x72	244 44	10,000	1834
" & P. " 3....	West side High street, north of Fayette...	80x167	50x145	918 00	28,863	1875
" " " 4....	East side Sharp street, near Montgomery..	100x155	56x85	600 00	20,000	1869
" " " 5....	S. W. cor. Greenmount ave. and Eager st.	66x150	55x100	600 00	17,000	1872
" " 6....	N. E. side Division street, near Lanvale...	104²′x171³′	55x120	800 00	28,338	1877
" " " 7....	S. E. cor. Chesapeake and Hudson streets.	80x100	32x50	In fee.	8,000	1853
" " " 8	N. side Hollins street, near Fulton.....	139x129	54x112	700 00	19,512	1877
" & P. " 9....	E. side Courtland street, near Saratoga....	90x90	44x90	In fee.	18,350	1868
" " " 10....	S. E. corner William and Warren streets..	70x140	44x103	175 00	17,900	1850
" " " 11....	N. W. corner Jefferson and Bond streets..	70x104	44x63	In fee.	10,000	1845
" " " 12....	S. side Ridgely street, near Fremont.....	124¹′x155	73x125	620 67	29,265	1877
" " " 13....	E. side Aisquith street, near Mullikin.....	55x180	44x100	25 00	20,000	1870
" " " 15....	E. side Carrollton ave., near Lexington st.	88x160⁴′	48x120	400 00	25,000	1860
" " " 17....	E. side Washington street, near Fayette...	93x134	52x67	372 00	17,000	1871
" " " 18....	N. side Mulberry street, near Fremont....	87³′x134	54x85	350 67	20,000	1868

TABLE

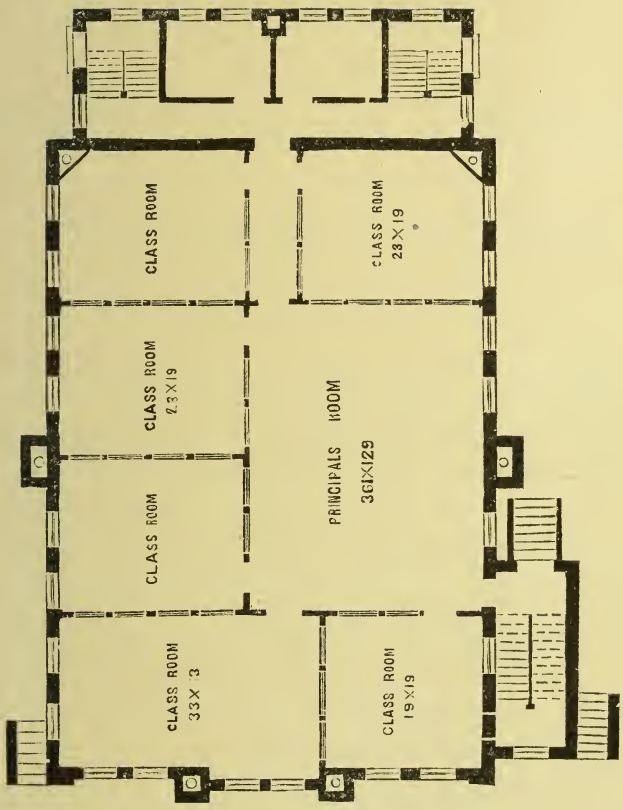
Containing the Location of Public School Buildings, Size of Lots, Size of Buildings, Cost of Buildings, Date of Erection.

Schools.	Location.	Size of Lot.	Size of Building.	Ground Rent.	Estimated Value or Cost of Building.	Date of Erection.
" & P. " 19....	E. side Park avenue, near Preston street..	91⁶′x150	68x103	549 00	32,000	1869
" & P. " 20....	N. W. corner John and Eden streets.....	100x176	51x145	536 00	32,000	1868
" " 21....	N. E. corner Presstman and Gilmor streets.	1025′x116⁴′	55x90	620 00	19,741	1876
English-Ger No. 1..	E. side Druid Hill ave., near Biddle street.	75x100	44x100	150 00	15,000	1841
" " 3..	N. side Baltimore street, near Aisquith....	90x170	54x118	1,000 00	15,026	1879
" " 4..	S. E. corner Bond and Chew streets	80x80	34x50	130 00	8,000	1864
" " 5..	W. side Fremont street, near Lombard....	74x150	44x65	In fee.	10,000	1843
Primary No. 2.....	N. E. corner Gough and Stiles streets.....	75x92	44x68	250 00	10,000	1854
" " 4.....	N. E. corner Hanover and Lee streets.....	80x76⁶′	52x76	210 00	10,000	1834
" " 5.....	S. E. corner Broadway and Chew street..	120x120	60x113	600 00	18,791	1876
" " 6.....	E. side Ann street, near Canton avenue...	65x140	46x100	112 50	14,831	1878
" " 7.....	N. side Mullikin street, near Aisquith.....	74x80	45x65	In fee.	6,000	1864
" " 8.....	E. side Caroline street, near Lombard.....	57x92⁶′	32x50	171 00	3,000	1855
" " 10.....	N. side Hollins street, near Schroeder.....	60⁸ x134	46x70	200 00	5,000	1855
" " 11.....	N. E. cor. Pierce and Schroeder streets ..	66x100	34x75	180 00	8,000	1854
" " 12.....	S. W. cor: Barre and Warner streets.. .	85x118	47x84	268 00	18,000	1870
" " 13.....	N. side Jefferson street, near Caroline	83⁶′x80	32x80	200 00	6,000	1855
" " 14	E. side Eutaw street, near Preston.....	45x150	33x60	200 00	6,000	1855
" " 15.....	S. W. cor. Saratoga st. and Carrollton ave..	100x150	54x72	700 00	22,800	1872
" " 16.....	N. E. cor. Harford ave. and Chew street..	105x158	56x113	792 00	21,451	1876
" " 17.....	S. W. cor Light and Poultney streets.....	63x94	50x72	217 00	10,000	1875

" " 18.....	E. side Argyle ave., near Lanvale street...	60x140	45x50	195 00	7,000	1858
" " 21.....	E. side Pennsylvania ave., cor. Robert st..	79⁶′x155	50x80	320 00	18,500	1869
" " 22.....	S. side Ramsay street, near Scott.....	71x128⁶′	45x75	177 50	11,000	1855
" " 23.....	N. E. cor. Gough and Wolfe streets.....	75x95	35x50	150 00	5,000	1852
" " 25.....	W. side Caroline streer, near Bank.....	76x90	45x65	134 00	5,000	1867
" " 26.....	N. side Orleans street, near Bond.....	84x75	50x65	126 00	15,000	1874
" " 27.....	S. W. cor. Fayette and Chester streets....	92x120	48x67	275 00	18,000	1869
" " 28.....	N. W. cor. Battery ave and Clement st....	75x82	43x56	270 00	12,000	1869
" " 29.....	N. side Hill street, near Sharp.....	48x90	34x50	192 00	6,000	1854
" " 30.....	N. side Hollins street, near Fulton.....	150x129⁶′	55x72	750 00	15,618	1874
Col'd Gram. No. 1) Col'd Pri , M. No. 1)	E. side Holliday street, near Lexington...	52x107⁶′	52x80⁶′	153 00	10,000	
" " F. " 1..	N. side of Saratoga street, near St. Paul..	30x193	30x40	600 00	2,000	
" " No. 2.....	E side of East street, near Douglas.....	75x105	49x77	25 00	14,809	1874
" " " 3.....	S. E. cor. Howard and Montgomery streets	50x104	40x64	120 00	10,000	1872
Col'd Prim. No. 5....	S. side Eastern avenue, near Broadway...	51x60	51x60	93 75	3,000	
" " " 6....	N. side Barre street, near Eutaw.....	60x112	40x80	300 00	15,000	1854
" " " 7....	N. side Waesche street, near Fremont.....	143⁹′x120	59x120	480 00	22,074	1877
RENTED.						
Male Gram. No. 1...	188 Franklin street.....		Rented.	900 00		1879
Female Gram. No. 16	Locust Point.....		"	150 00		1852
English-Ger. No. 2..	174 Hamburg street.....		"	900 00		1875
" " 2..	St. Stephen's Church.....		"	300 00		1877
" " 4..	342 North Broadway.....		"	420 00		1878
Male Primary No. 1	Cor. Greene and Mulberry streets.....		"	1,200 00		1879
Female " " 32	Chesapeake street, near Hudson.....		"	144 00		1877
Colored No. 4.....	Biddle street, near Pennsylvania avenue..		"	1,180 00		1877
Vacant lot.....	Greene street, near Pratt.....		Leased.	500 00		1866
"	Cor. Eastern avenue and Burke street.....		"	350 00		1876
	Total ground rents.....			$24,880 19		
	Total value of build'gs, actual and estimated				$1,169,544	
	Total amount of rents.....			$5,194		



Male and Female Grammar School, No. 21, Cor. Gilmor and Presstman Streets.



Ground Plan of No. 21.

REPORT

OF THE

COMMITTEE ON ACCOUNTS,

TO THE

Board of Commissioners of Public Schools.

Your Committee on Accounts would respectfully report that they have carefully examined the accounts of the Secretary of the Board; compared them with the annual statements of the Principals of the several schools, and find them correct and exact to a cent.

The Secretary has received from the several schools of all grades during the fiscal year ending December 31st, 1879, for the use of books, the aggregate sum of $46,979.68, all of which has been duly returned to the City Register, who has receipted for the same.

The Committee submit the following tables, showing the amounts received for school purposes, and from what sources; also the amount expended, and for what items; and an itemized statement of the expenditures for each school, a schedule of salaries of officers and teachers, &c.

G. S Griffith, Jr.
Jno. L. Lawton,
Wm. M. Ives,
H. B. Roemer,
William C. Atkinson.

TABLE A.

Received for School purposes:

From City Collector (taxes)	$404,339.37
" State Treasurer for white schools	121,118.72
" " " for colored schools	18,558.44
" white pupils for use of books	46,825.31
" colored " " "	154.37
" Jno. F. Plummer, interest on legacy	129.59
	$591,125 80

TABLE B.

Expended by the Board for white schools:

For salaries	$451,760.95
" rents and ground rents	26,635.45
" books and stationery	28,347.64
" heating apparatus and repairs	8,783.99
" furniture	5,256.29
" fuel	9,952.66
" repairs and cleaning	3,601.67
" incidentals, printing, &c	6,126.37
Total for white schools	$540,465.02

TABLE C.

Expended on account of colored schools:

For salaries	$49,186.20
" repairs and cleaning	571.02
" books and stationery	2,128.89
" rents and ground rents	3,321.75
" heating apparatus and repairs	837.98
" furniture	1,638.35
" fuel	1,660 36
" incidentals, printing, &c	188 40
	$59,532.95

TABLE D.

Expended by the Inspector of Buildings for new school buildings and repairs of buildings:

For general repairs for 1879	$16,968.26
" deficiencies, account of 1878	2,857.35
" repairs to No. 27 Primary	782.06
" new building, English German No. 3	15,413.28
" " Male Grammar and Primary No 1	4,150.67
" addition to No. 20	3,155.25
For white schools	$43,326.87
For retaining wall No. 7 colored $271.50	
" additional rooms for No. 1 colored 298 85	
	$570.35

TABLE E.

Summary statement of expenditures:

By the Board for white schools	$540.465.02
" " for colored "	59,532 95
	$599,997.97
By Insp'r of Buil'gs, white schools $43,326.87	
" " colored " 570.35	
	$43,897.22
	$643,895.19

TABLES.

Showing the Itemized Expenditures for each of the Several Schools, the Total Expenditure for each, and the Amount Received from each School for the Use of Books.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
General Expense.....	$15,053 00	88 70	171 96	1,994 00		13 25		3,699 40	21,020 31	
Baltimore City College	24,281 00	209 29	1,451 77	3,600 00	47 50	86 75	322 66	531 96	30,530 93	2,410 79
East. Fem. High School	11,117 00	97 46	631 54	540 91	85 75	266 78	264 38	166 72	13,170 54	979 00
West. " " "	12,912 00	31 15	1,076 27	1,188 00	141 34	440 45	248 63	404 90	16,442 74	1,755 00
Male Grammar No. 1..	5,598 75	37 25	535 13	364 50	128 45		63 82	23 50	6,751 40	734 25
" " " 2..	5,411 00	79 95	600 62	122 22	47 88	71 00	67 06	4 45	6,404 18	583 90
" " " 3..	4,368 00	32 20	365 45	234 00	24 74	5 25	83 26	6 00	5,118 90	341 00
" " " 4..	5,007 00	41 74	368 84	300 00	39 76	5 25	93 46	114 00	5,970 05	496 00
" " " 5..	3,834 75	30 15	196 28	300 00	46 02	10 50	106 19		4,523 89	131 50
" " " 6..	5,580 00	17 87	493 48	400 00	33 20	25 25	138 02		6,687 82	1,311 00
" " " 7..	2,782 50	10 00	312 81		24 69		43 00	3 50	3,176 50	185 00
" " " 8..	5,100 00	17 30	543 34	350 00	422 90	12 50	98 02		6,544 06	484 50
" " " 9..	3,837 00	19 60	267 84		74 71		70 85	3 00	4,273 00	345 50
" " " 10..	5,029 50	66 70	400 66	87 50	61 65	227 30	66 57	12 00	5,951 88	235 10
" " " 11..	4,511 75	14 08	468 17		19 20	5 25	70 78	4 50	5,093 73	250 00
" " " 12..	5,493 25	18 75	535 49	310 50	225 97		157 59	15 70	6,757 25	222 30
" " " 13..	4,347 75	45 72	379 39	12 50	69 10		64 47	7 25	4,926 18	393 80
" " " 15..	6,517 50	64 05	922 91	200 00	158 66	23 95	109 38	34 29	8,030 74	1,154 25
" " " 17..	4,350 50	26 00	385 82	186 00	68 40	12 45	88 06	37 59	5,154 82	538 83
" " " 18..	4,112 25	15 00	300 11	175 34	21 13		88 77	25 85	4,738 45	348 30
" " " 19..	4,152 25	26 00	444 41	137 31	50 53	70 35	49 45	12 00	4,942 30	801 75
" " " 20..	5,026 00	30 10	599 95	120 00	160 56	411 75	103 15	32 50	6,484 01	412 50
" " " 21..	4,457 50	17 90	307 14	310 00	50 87	60 50	94 06	1 75	5,299 72	668 25

English-German No. 1.	7,590 00	35 00	582 19	150 00	132 05		90 12	7 75	8,587 11	879 00	
" " " 2.	8,967 20	94 00	776 57	1,200 00	103 57	5 25	158 17		11,304 76	2,060 00	
" " " 3.	10,533 75	70 90	1,111 34	1,000 00	1,825 00	2,186 80	114 78	213 73	17,056 30	2,785 83	
" " " 4.	8,296 60	34 75	528 69	550 00	56 66	30 05	142 10		9,638 85	1,618 50	
" " " 5.	9,794 25	43 45	777 88		127 78	20 00	131 35	22 92	10,917 63	1,575 50	
Saturday Normal Class.	824 00								824 00		
Female Grammar No. 1	5,700 00	19 93	348 36	547 19	13 09		137 16	28 19	6,793 92	1,329 00	
" " " 2	4,128 50	76 15	471 35	122 22	61 52		73 06	7 40	4,940 20	294 00	
" " " 3	3,192 00	32 70	232 23	234 00	23 79		72 90	8 00	3,795 62	328 75	
" " " 4	4,124 50	46 33	268 93	300 00	31 00	103 30	84 76	95 10	5,053 92	517 25	
" " " 5	3,582 00	27 00	277 99	300 00	55 35	9 00	99 47		4,350 81	144 00	
" " " 6	4,114 00	16 15	279 67	400 00	30 00	34 40	137 77	5 00	5,016 99	965 00	
" " " 8	4,256 25	10 80	603 13	350 00	420 75	5 25	103 87	3 00	5,753 05	532 25	
" " " 9	2,661 00	41 42	201 80		81 17		70 65	3 00	3,059 04	228 00	
" " " 10	4,045 50	34 78	377 08	87 50	73 51		84 92		4,703 29	318 76	
" " " 11	3,643 00	27 56	440 36		29 70	101 25	71 50		4,313 37	247 00	
" " " 12	3,639 50	2 00	288 62	310 17	252 10	5 25	151 89		4,649 53	192 00	
" " " 13	4,618 00	66 45	609 31	12 50	64 36	5 00	70 47	6 25	5,452 34	673 00	
" " " 15	4,976 35	60 24	584 58	200 00	158 25	3 00	109 18	6 05	6,097 65	859 00	
" " " 16	1,494 00	35 00	103 07	150 00	15 00		21 38		1,818 45	62 00	
" " " 17	4,126 00	38 32	391 05	186 00	63 91	18 75	93 26	47 25	4,964 54	647 25	
" " " 18	3,347 00	26 77	245 76	175 33		12 00	85 77	23 30	3,915 93	371 00	
" " " 19	3,097 75	27 25	263 24	137 26	57 96	102 70	54 11	1 00	3,741 27	691 50	
" " " 20	4,125 00	15 10	572 63	120 00	168 84	200 00	109 15	42 95	5,353 67	254 00	
" " " 21	3,971 30	14 35	364 31	310 00	66 84	43 50	88 51	5 00	4 863 81	765 00	
Male Primary No. 1....	4,413 60	34 24	112 75	514 50	100 96		63 56	70	5,240 31	669 25	
" " " 2 ...	2,225 50	92 86	178 38	125 00	50 51	7 50	56 37	2 25	2,738 37	53 24	
" " " 3....	3,135 25	44 22	164 93	225 00	17 00	5 00	72 90	5 00	3,669 30	222 75	
" " " 4....	3,122 00	35 59	149 19	105 00	25 20	24 80	105 46		3,567 24	276 00	

TABLES.—Continued.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
Male Primary No. 5....	4,564 75	10 50	161 37	300 00	152 24	8 10	168 65	11 35	5,376 96	79 00
" " " 6....	3,186 50	19 50	89 50	56 25	35 02		92 75	1 75	3,481 27	356 50
" " " 7....	2,318 00	40 00	65 87		59 25	20 00	40 00		2,543 12	190 25
" " " 8....	2,555 75	27 05	110 93	85 50	45 23		46 18	3 75	2,874 39	122 25
" " " 9 ...	1,714 50	51 70	99 30		37 50		52 00	9 50	1,964 50	80 00
" " " 10....	2,865 25	17 00	95 62	100 00	41 64	4 05	90 93	3 60	3,218 09	57 50
" " " 11....	2,606 15	25 35	57 07	90 00	19 20		93 32		2,891 09	144 25
" " " 12....	3,245 00	15 50	137 85	134 00	60 65	7 25	83 91	8 00	3,692 16	182 00
" " " 13....	2,705 50	10 75	95 78	100 00	14 00		70 77		2,996 80	61 00
" " " 14....	2,981 50	50 05	142 46	100 00	67 38	6 75	65 39	9 50	3,423 03	457 50
" " " 15....	4,608 75	20 50	222 89	350 00	52 00		102 10		5,356 24	667 37
" " " 16....	3,645 00	17 72	92 38	396 00	30 00		158 88		4,339 98	78 00
" " " 17....	4,138 00	26 60	81 09	108 50	57 46		120 94	12 00	4 544 59	225 50
" " " 18...	2,375 00	22 45	84 07	97 50	48 44	9 65	53 48	5 50	2,696 09	487 25
" " " 19....	2,257 25	31 75	73 00	137 21	46 61	84 35	43 00	10 35	2,683 52	226 00
" " " 20....	3,621 50	13 05	105 14	120 00	63 14	5 00	103 14	37 94	4,068 91	250 50
" " " 21....	3,535 45	25 00	90 94	160 00	57 86	7 05	90 91	7 25	3,974 46	357 90
" " " 22....	3,111 00	20 65	82 61	88 75	59 00	22 50	86 50	12 50	3,483 51	39 00
" " " 23....	3,183 00	23 35	151 22	75 00	57 19	12 38	76 23		3,578 37	352 22
" " " 25....	2,193 75	53 75	88 55	67 00	30 00		55 79	37 65	2,526 49	105 00
" " " 26....	2,508 00	13 50	59 73	63 00	24 90		67 06		2,736 19	138 85
" " " 27....	3,074 60	32 20	53 83	137 50	60 80	11 00	111 31	20 75	3,501 99	332 35
" " " 28....	3,170 00	45 47	67 69	135 00	39 36		116 10	11 80	3,585 42	49 00
" " " 29....	2,223 00	19 92	42 45	96 00	23 60		72 26	75	2,477 98	44 75
" " " 30....	3,526 20	14 93	122 77	375 00	35 75		80 03		4,154 68	278 50

Female Primary No. 1.	5,508 00	3 75	126 98	547 57	12 00	77 00	132 50		6 407 80	959 37	
" " " 2.	2,226 50	78 05	186 73	125 00	45 07		56 37		2,717 72	77 00	
" " " 3.	3,213 00	29 50	62 54	225 00	17 00		72 90	5 00	3,624 94	273 85	
" " " 4.	2,983 00	32 86	44 89	105 00	23 54	8 10	104 40		3,301 79	335 75	
" " " 5.	4,483 75	7 50	125 85	300 00	215 13	4 05	180 05	4 50	5,320 83	119 00	
" " " 6.	3,190 00	18 12	128 30	56 25	31 94	4 05	109 53	5 00	3,543 19	304 25	
" " " 7.	2,243 00	15 00	48 14		44 49	15 00	46 18		2,411 81	157 05	
" " " 8.	1,954 75	53 35	31 91	85 50	59 78	7 50	64 44		2,257 23	140 75	
" " " 9	2,710 25	17 02	45 51		60 81		52 00	1 50	2,887 09	102 00	
" " " 10.	2,649 95	19 25	105 72	100 00	48 91	14 60	76 55	4 00	3,018 98	144 25	
" " " 11.	2,546 75	37 87	63 29	90 00	20 00	15 00	92 77		2,865 68	125 55	
" " " 12.	4,243 50	21 50	269 93	134 00	93 85	79 85	84 32		4,926 95	142 50	
" " " 13.	2,298 10	10 50	83 45	100 00	14 35		74 55	4 50	2,585 45	99 25	
" " " 14.	2,195 00	32 90	29 36	100 00	53 95	4 05	62 36	19 73	2,497 35	336 75	
" " " 15.	4,226 25	55 30	194 89	350 00	48 48	63 28	107 80		5,046 00	588 30	
" " " 16.	3,169 00		72 01	396 00	29 20	4 05	173 92		3,844 18	80 50	
" " " 17.	3,664 50	24 92	42 10	108 50	53 30		141 89	95	4,036 16	138 50	
" " " 18.	2,375 00	23 00	86 83	97 50	88 31		48 05		2,718 69	405 00	
" " " 19.	1,845 50	53 71	40 66	137 22	40 39	17 75	43 00		2,178 23	161 75	
" " " 20.	3,622 50	13 00	80 24	120 00	51 83	4 50	115 14	37 28	4,044 49	348 30	
" " " 21.	3,188 70	23 75	77 89	160 00	54 68	16 55	96 46	112 30	3,730 33	340 65	
" " " 22.	3,184 50	16 00	61 20	88 75	58 11	5 25	89 84		3,503 65	60 66	
" " " 23.	3,626 50	24 75	133 08	75 00	51 57		83 77	5 10	3,999 77	238 45	
" " " 25.	1,763 75	42 45	76 81	67 00	30 00	3 50	55 79	36 25	2,075 55	57 50	
" " " 26.	2,472 50	10 00	47 72	63 00	24 90		70 06		2,688 18	188 38	
" " " 27.	3,613 50	47 30	52 92	137 50	46 86	11 00	117 21		4,026 29	422 51	
" " " 28.	3,141 00	34 10	36 49	135 00	42 89		118 19		3,507 67	106 50	
" " " 29.	2,186 00	20 33	68 91	96 00	18 12	4 05	77 71		2,471 12	81 50	
" " " 30.	3,734 25	26 73	175 65	375 00	39 00	27 75	71 17	7 12	4,456 67	365 60	
" " " 32.	2,678 50	20 65	125 83	144 00	38 43		45 89	4 50	3,057 80	220 10	
Evening No. 9.....	286 00		82 93						368 93		

TABLES.—Continued.

Schools.	Paid Salaries.	Paid for Repairs and Cleaning	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals, Printing, &c.	Total.	Received from Pupils.
Grammar Colored No. 1	5,769 75	90 18	619 85	600 00	203 95	487 30	62 03	25 00	7,858 06	41 00
Male Colored No. 1	2,518 40	51 50	66 17	153 00	15 80		101 36	75	2,906 98	1 00
" " " 2	3,852 00	80 67	167 06	12 50	45 85	11 00	112 36	75	4,282 19	4 00
" " " 3	3,586 30	36 88	120 69	60 00	29 05		99 76	1 05	3,933 73	2 00
" " " 4	3,535 30	52 72	103 54	755 00	142 44	154 90	87 10	40 00	4,871 00	42 76
" " " 5	2,389 00	22 50	82 87	93 75	30 00		80 08	10 44	2,708 64	4 00
" " " 6	4,423 00	48 05	199 75	300 00	107 20	364 38	159 71	19 50	5,621 59	
" " " 7	3,877 50	3 00	170 50	240 00	22 90	114 50	290 31	23 59	4,742 30	
" " " 8	559 00	5 75	158 27	30 00	60 97	31 00	19 09	18 27	882 35	
Female Colored No. 1	2,452 20	38 76	3 60	153 00	1 00	257 20	104 02	2 00	3,011 78	26 86
" " " 2	3,653 75	88 72	156 00	12 50	77 41	4 50	107 38		4,100 26	2 00
" " " 3	3,597 00	45 79	124 10	60 00	26 67	13 02	104 06		3,970 64	6 00
" " " 4	3,560 50		63 04	500 00	74 74	136 55	54 00		4,388 83	9 00
" " " 7	3,019 70	6 50	49 42	240 00		64 00	279 10		3,658 72	3 00
Gen. Expense Colored	1,200 00			112 00				47 05	1,359 05	
Evening Colored No. 2	296 50								296 50	4 75
" " " 3	312 80								312 80	
" " " 4	402 50		44 03						446 53	
" " " 5	181 00								181 00	8 00

SUMMARY

Of the Amount Expended for the several grades of Schools, with the Amounts Received from the same for the Use of Books.

SCHOOLS.	Paid Salaries.	Paid for Repairs and Cleaning.	Paid for Books and Stationery.	Paid Rents and Ground Rents.	Paid for Heating Apparatus and its Repairs.	Paid for Furniture.	Paid for Fuel.	Paid for Incidentals and Printing.	Total.	Received from Pupils.
General Expense, (White)	$15,053 00	$88 70	$ 171 96	$1,994 00		$ 13 25		$3,699 40	$21,020 31	
B. C. C. & F. H. Schools	48,310 00	337 90	3,159 58	5,328 91	$ 274 59	793 98	$ 835 67	1,103 58	60,144 21	$5,144 79
Male Grammar "	89,517 25	610 36	8,427 84	3,609 87	1,728 42	941 30	1,655 96	337 88	106,828 88	9 637 73
English-German "	45,181 80	278 10	3,776 67	2,900 00	2,245 06	2,242 10	636 52	244 40	57,504 65	8,918 83
Saturday Normal Class	824 00								824 00	
Female Grammar Schools	72,841 65	618 30	6,925 47	3,942 17	1,667 14	613 40	1,719 78	281 49	88,637 40	9,418 76
Male Primary Schools	88,809 75	855 15	3,079 36	4.341 71	1,411 89	235 38	2,439 92	211 89	101 385 05	6,583 68
Female Primary Schools	90,937 50	813 16	2,725 83	4,518 79	1,456 89	386 88	2,664 81	247 73	103,751 59	7,121 52
Evening Schools, (White)	286 00		82 93						368 93	
Total for White Schools	$451,760 95	3,601 67	$28,347 64	$26,635 45	$8,783 99	$5,256 29	$9,952 66	$6 126 37	$540,465 02	$46,825 31
Colored Schools	49,186 20	571 02	2,128 89	3,321 75	837 98	1,638 35	1,660 36	188 40	59,532 95	154 37
Total for all Schools	$500,947 15	$4,172 69	$30,476 53	$29,957 20	$9,621 97	$6 894 64	11,613 02	$6,314 77	$599,997 97	$46,979 68

SCHEDULE

OF

SALARIES OF OFFICERS AND TEACHERS

OF

PUBLIC SCHOOLS.

GENERAL EXPENSE ROLL.

Superintendent of Public Instruction	$2,500
Assistant Superintendent	1,800
Secretary	1,700
Librarian	1,000
Messenger, etc	804
Teachers of Music, each	1,200
Teachers of Drawing, each	500
Librarian of Public School Library	900

BALTIMORE CITY COLLEGE.

Principal	$2,400
Vice-Principal	2,200
Professors (not otherwise specified)	2,000
Professor of Writing and Book-Keeping	1,800
Professor of Drawing	1,800
Adjunct Professor of English and Mathematics	1,800
Tutors, each	1,000

FEMALE HIGH SCHOOLS.

Principals	$2,208
First Assistants	1,008
Second Assistants	900
Teachers of French and Drawing, each	900

MALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1,296	$1,404	$1,500
First Assistants (Male)	804	900	
First Assistants (Female)	588	672	
Second Assistants	456	516	
Third Assistants	444	504	

FEMALE GRAMMAR SCHOOLS.

	1st Year.	2d Year.
Principals	$804	$900
First Assistants	564	648
Second Assistants	444	504
Third Assistants	432	480

SATURDAY NORMAL CLASS.

Principal	$200
Assistants	150

MALE AND FEMALE PRIMARY SCHOOLS

	1st Year.	2d Year.	3d Year.
Principals	$600	$696	
Assistants	408	432	$468

UNCLASSIFIED SCHOOLS.

Composed of Primary and Grammar Scholars.

	1st Year.	2d Year.	3d Year.
Principals	$696	$780	$900
First Assistants	504	552	600

ENGLISH-GERMAN SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals	$1,296	$1,404	$1,500
Vice-Principals	804	900	1,008
First Assistants (Male)	600		

Assistants, Grammar Grades, same as Third Assistants in Male Grammar Schools.

Assistants, Primary Grades, same as Assistants in Primary Schools.

COLORED GRAMMAR SCHOOLS.

The same as the Male Grammar Schools.

COLORED (PRIMARY) SCHOOLS.

	1st Year.	2d Year.	3d Year.
Principals (Male)	$804	$900	
Principals (Female)	600	696	
Assistants (Males)	700		
Assistants (Female)	408	432	$468

EVENING SCHOOLS.

Principals, $2 per night, for actual service.

Assistants, $1.50 per night, for actual service.

The Schedule of Salaries to be subject to the following conditions:

All below the grade of Second Assistant in Male and Female Grammar Schools to be graded as Third Assistants, the Board of School Commissioners to determine, at the annual election, the grade of each Assistant; in case of failure to do so, the Senior Assistant to grade highest in all cases.

In Male and Female Grammar Schools not employing three Assistants, the lowest Assistant shall rank as Third Assistant, and so continue until there are three Assistants employed in that school, excepting the First Assistant, who shall, in all cases, rank as First Assistant.

Teachers who may have served for *two full* years in any of the Public Schools of Baltimore, upon promotion to Grammar Schools, shall be entitled to the second year's salary of that grade to which they may be assigned, excepting that of Principal.

Teachers who may have been engaged in teaching for *three* years previous to their election, shall be entitled to the highest salary of that grade to which they may be assigned (excepting that of Principals of Grammar Schools), upon producing satisfactory evidence of that fact to the President of the Board.

Teachers elected during the month of September shall receive the full salary for the months of July and August of the succeeding year; those elected in October shall receive nine-tenths of said salary; in November, eight-tenths, and so on to the close of the scholastic term.

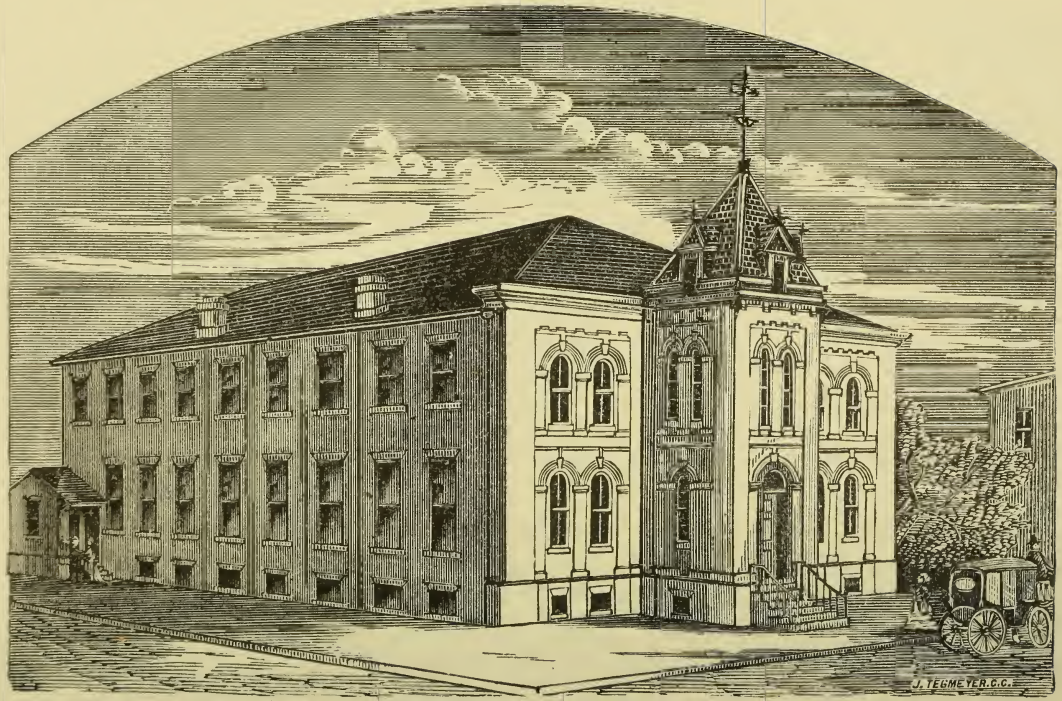
SALARIES OF JANITORS, JANITRESSES AND FIREMEN.

Janitor and Fireman of Baltimore City College	$900 00
Firemen of Female High Schools, each	400 00
Janitresses of Female High Schools, each	300 00

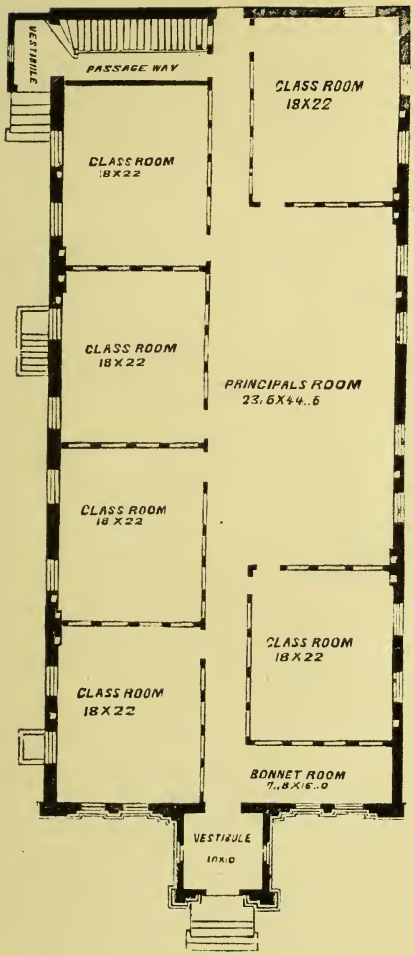
Fireman and Engineer of No. 1 Female Grammar and Primary School; of No. 3 Grammar and Primary Schools; and of No. 3 English-German School, $20 per month during the season.

Schools having 3 classes janitresses shall receive $8 per month; 4 classes $9 per month; 5 classes $10 per month; 6 classes $10.50 per month, and increase 50 cents per month for each additional class.

In addition to the above they shall receive 50 cents per month for each fire required in stoves in the schools from October to April, inclusive, and $5.00 per month for attending each furnace.



Male and Female Grammar School, No. 13 Aisquith Street, near Mullikin.



Ground Plan of No. 13

REPORT

OF THE

Superintendent of Public Instruction.

BALTIMORE, December 31, 1879.

To the Mayor and City Council, and the
Board of Public School Commissioners
of the City of Baltimore.

GENTLEMEN:

I submit the following report of the work of the Public Schools for the year ending with the date above named:

Date	1879
Population	302,839
Enumeration, United States Census, 1870	77,737
Number of pupils in school during the year	48,988
Enrollment, November 20	36,505
Average attendance	30,477
Number of teachers	822
Number of pupils to a teacher on enrollment, exclusive of special teachers	44
Number of pupils to a teacher on average attendance	37
Percentage of enrollment on population	12
Percentage of average attendance on enrollment	82.2

Percentage of average attendance in Baltimore City College	90.5
Percentage of average attendance in Eastern Female High School	91.
Percentage of average attendance in Western Female High School	94.
Percentage of average attendance in Male Grammar Schools	87.7
Percentage of average attendance in Female Grammar Schools	84.7
Percentage of average attendance in Male Primary Schools	82.14
Percentage of average attendance in Female Primary Schools	82.29
Percentage of attendance in English German Schools	92.2
Percentage of attendance in Colored Schools	76.66
School age	6–21
Number to a teacher on enrollment in High Schools	43
" " " Grammar "	43
" " " Primary "	46
Number to a teacher on enrollment in English German Schools	43
Number to a teacher on average attendance in High Schools	40
Number to a teacher on average attendance in Grammar Schools	37
Number to a teacher on average attendance in Primary Schools	37
Number to a teacher on average attendance in English German Schools	40
Number of Schools	125

The year 1879 was one of continuous success in our Public Schools. Nearly every department has been conducted with fidelity and diligence. Our teachers have labored with unabating energy, and in most of those instances in which the best results have not been attained, the failures are not to be attributed to lack of faithfulness in the performance of duty The City College, the Female High Schools, the Grammar and English-German Schools, all exhibit a marked increase in numbers, clearly evincing their growing popularity and usefulness.

During the year 1879, I made 206 official visits to schools of different grades. I have examined frequently and critically in most of the studies, devoting especial attention to those which stand in need of stimulus and encouragement. In arithmetic, our schools maintain the high rank they long since acquired, and they will compare favorably in this study with any system of schools in the country. Much of my time has been devoted to the linguistic side of instruction. The failure to cultivate the art of expression is a characteristic weakness of most American institutions. It is evident to every reflecting mind, that without the development of the faculty of speech no rational education is possible Convinced of the soundness of these views, I have labored unceasingly to elevate and improve the *status* of those studies, which sustain a direct relation to the subject of language training, such as reading, composition, grammar and literature. My efforts, I am glad to say, have not been altogether unproductive of results. Our teachers are, for the most part, impressed with a sense of the importance of these studies, and I hazard nothing by the assertion, that they are taught more rationally and intelligently than in former years. Our

grammar teaching has tended to the synthetic side of speech, dealing less with mere abstractions and complicated analyses. It has often seemed strange, when we consider the amazing richness and versatility of our literature, its adaptation to all stages of development, that many of the Readers in use in American schools should be of so uninteresting as well as unattractive a character. Much of their contents consists of didactic homilies, or flat, stale and unprofitable anecdotes. If many of our pupils leave school with a premature aversion to reading, a distaste for pure literature, it is largely to be attributed to the character of the books frequently placed in their hands, just at the period when their minds are most susceptible to the influence of attractive and inspiring authors. If every school could be supplied with a small but choice library, (and it could be done at a moderate expense) its effects upon the taste and the general culture of our pupils would be most salutary and improving.

To sum up briefly, I have been encouraged by the general condition of our system. There have been perceptible advances in nearly every department. Still, much remains to be accomplished, and during this incoming year we hope to achieve better results than have ever been attained in any preceding period. In the meantime let us expect them with confidence, and wait for them with patience.

BALTIMORE CITY COLLEGE.

During the year 1879, the College sustained a serious loss in the death of Prof. J. Asbury Morgan, for many years Vice Principal and Instructor in the classic languages. For some weeks before his death, his friends had observed his

failing strength with grave apprehensions, but none anticipated that the end was so nigh. For many years he devoted himself to his work, with untiring assiduity, perhaps overtasking his physical endurance by the earnestness and the intensity with which he labored. His natural reserve concealed the genuine kindliness of his disposition, from those that did not know him intimately. He was a sincere friend, a faithful counsellor, a devoted teacher, and a devout Christian. Prof. Chapman Maupin, was unanimously selected to succeed his lamented colleague. To say nothing of Mr. Maupin's rare scholarly qualifications, there seemed to be a peculiar, I might also say, a graceful propriety in the selection. For more than six years, Mr. Morgan and Mr. Maupin, had been associated in the most friendly professional relations, as co-laborers in the classical department, and if the privilege of nominating his own successor had been accorded to Prof. Morgan, I am confident that the choice would have fallen upon no other than upon him, who was unanimously designated as the most fitting incumbent of his chair.

All the departments in the College have been conducted with enthusiasm, ability, and success. Here, as in the Western Female High School, the great numbers composing the first year classes render the very best instruction, exceedingly difficult, if not impossible. When we consider the increased and increasing numbers of the college, and remember that there has been no addition to the teaching force since 1876, there is every reason for congratulation, that the Institution has maintained its high standard of efficiency and scholarship. Its pupils are represented in the best Universities and colleges of the country; at the Virginia University, at Yale, Princeton, Harvard, and in our rising Johns

Hopkins University, they have acquitted themselves with peculiar honor and distinction.

COURSE OF STUDY IN FEMALE HIGH SCHOOL AND CITY COLLEGE.

The characteristic weakness of our High School and Collegiate curriculum, consists in the multiplication of studies, the immense diffusion of the curriculum. This feature is the besetting weakness of modern education in its High School and Collegiate phases. Economy and retrenchment are as seriously demanded in our courses of High School and Collegiate study, as in any feature of contemporary life. The studies could be reduced nearly one fourth, I think, without impairing the efficiency of these institutions; on the contrary, producing just the opposite effect. It is a well established law of historical development, that moral and intellectual tendencies, do not confine their action to any particular form of life, or expend themselves, upon any specific feature of society. They become generalized, they pervade all phases of civilization, they assume an epidemic and contagious character. Hence, coincident with the rise of an inflated currency, extravagance in social life, profusion and wanton expenditure in municipal government, arises another phase of this wave of inflation, the irrational attempt to accomplish the impossible, in High School and Collegiate courses, inflation in study, diffusion of mental energy, and dissipation of mental strength. It is to be hoped that the reviving reason of our generation will gradually render this state of affairs impossible, and that with the restoration of economy and simplicity, in social, as well as political life, we may witness a return to the wise educa-

tional parsimony of a previous age. No educational reform can be accomplished by a violent or precipitate movement, or by arbitrary interference. With patience, caution and circumspection, we may hope for a gradual return to sound principles in this essential respect.

PUBLIC SCHOOL LIBRARY.

We have had no appropriation for our Library since 1877. Consequently there have been few additions to it since that time. Mr. Thayer has conducted it with great faithfulness and diligence, keeping the books in excellent condition. His management has been entirely satisfactory and acceptable. The Library is patronized by a large section of our teachers, and, if the means are supplied, we shall be able to render it a centre of culture and influence.

THE SATURDAY NORMAL CLASS.

This deparment maintained its efficiency during the year 1879. While I am sorry to record a considerable decrease in the attendance, I am gratified to state, that there has been no decline in the zeal and applications of the teachers. Unfortunately, there are some who regard their attendance upon the class as an ungrateful imposition, which they would gladly evade. Still, there are others who receive genuine benefit from it, and on their account, if for no other reason, it is entitled to our cordial support.

ENGLISH-GERMAN SCHOOLS.

With regard to these schools, there is nothing of special interest to record, as distinct from the general workings of

the system. The views that I expressed in detail in my report for 1878, have undergone no essential modification, since that time. Any extended report upon the condition of these schools is therefore rendered unnecessary, as such a report would consist mainly of a repetition or reproduction of opinions already avowed, and sustained by arguments, which, thus far, have not been answered. The order and discipline of the English-German Schools, compare favorably with our Grammar Schools, and there is no lack whatever of diligence or faithfulness, on the part of their teachers. In some of the classes there has been a marked improvement in the translations from German into English, as compared with the preceding year.

MUSIC AND DRAWING.

I leave to the capable Committees and Teachers, in charge of these special departments, such report as may be necessary to exhibit the work performed, and the results accomplished by them, during the past year.

EXAMINATION OF TEACHERS.

During the year 1879, 226 persons were examined for Teachers' certificates. Of this number, 86 sustained the prescribed test, and are eligible to positions in our Primary and Grammar Schools. The greatest success was attained in the department of Arithmetic, clearly evincing the intelligence with which that study is pursued in our Grammar and High Schools. There has also been an advance in the character of the linguistic studies, since 1877–78. It has been my constant endeavor to elevate the literary fea-

tures of our examination schedule, by bringing into more decided prominence those studies which bear directly upon the development of the language faculty. In my judgment, no person who is unable to speak English with correctness, and to write it with accuracy, is entitled to a teacher's certificate. I have had occasion to remark before, that no written examination is a test of objective knowledge. It cannot discover professional skill, or peculiar adaptation, such as presages a successful career. As a means of ascertaining general intellectual ability, there is perhaps no more effective test, than a skillfully conducted written examination I am happy to state that the number of special examinations has greatly declined during the last two years. They are in the majority of instances, a kind of invidious discrimination, and I am glad to believe, that in the course of time, they will become almost extinct.

TEACHERS' ASSOCIATIONS.

There was an increasing interest in literary and scientific study on the part of many of our teachers, during the past year. A number of Associations for the promotion of scholarly culture have been organized in the Eastern and Western sections of the city, under the direction of some of our High school and Grammar school teachers. These ladies are entitled to the warmest commendation for the self-sacrificing spirit they have displayed in striving to elevate to a higher plane the scholarly rank of our teachers. The Associations receive special instruction in Latin and in German, from Prof. Maupin and Prof. Raddatz, most capable and enthusiastic teachers. Lectures upon the Science of Language, history, the origin and formation of the English Language,

have also been delivered at many of their sessions. Every facility for mental culture is provided for those that are willing to avail themselves of it. My observation and experience induce me to believe that the most enthusiastic students generally develop into the most suggestive and stimulating teachers. No inspiration is equal to the inspiration of scholarly toil and unremitting application. No one, who has not a genuine love of scholarship and an experimental appreciation of its blessings, should embrace the high and holy calling of teaching. Intellectual self-complacency is fatal to eminence or usefulness in the vocation of teaching, as in all ennobling pursuits. My conviction of these truths, causes me to welcome with intense gratification, these auspicious indications of scholarly progress among our teachers. I trust, however, that thus far, we have seen but the beginning.

During the year 1879, I attended the National Educational Association at Philadelphia. The State of Maryland was most creditably represented by Prof. M. A. Newell, Dr. James M. Garnett, of St. John's College, and Dr. H. K. Nelson, of the same Institution. There were 800 delegates in attendance, representing a large proportion of the educational and scholarly intelligence of the country. I was gratified to discover by contact and conversation with delegates, that our Baltimore schools were more widely known and more highly esteemed than I was aware.

Our own State Association met at Hagerstown, about the last of August While the attendance was limited, the sessions of the Association were, for the most part, exceedingly entertaining and suggestive. Among the papers worthy of special commendation, was a report on the study

of the French Language, by Prof. P. F. deGournay, late of the Western High School. The report was a lucid and scholarlike exposition of the subject to which it was devoted. I have only to add an expression of regret, that its accomplished author is no longer connected with our corps of High School teachers.

EXAMINATIONS OF CLASSES FOR PROMOTION FROM GRADE TO GRADE.

Within the past two years, there has been an increase of from fifteen to twenty per cent. in the numbers promoted, by actual passing, from grade to grade at our semi-annual examinations. This increase is not to be attributed to any falling off in the character of the examinations themselves, during that time. There is probably a sensible difference in the mode of presentation, but in intrinsic difficulty the examinations of 1879 will not suffer by comparison with those of 1877. It is my intention to maintain the standard of examination at so high a standard as is consistent with rational, intellectual teaching on the one hand, and systematic, faithful application on the other. It is one of the prime objects of all properly constructed examinations, to give a sanction or a disapproval to the modes of instruction pursued by those to whom the test is applied. In all my examinations, I have had especial reference to the quality and character of the teaching, as well as to the readiness or responsiveness with which it is received. Any system of examinations which does not accomplish this result, in a moderate degree at least, fails in one of the essential ends for which examinations were instituted.

At the same time, this mode of testing merit or compe-

tency should not be applied without discrimination. There is much quickening and ennobling knowledge communicated by every capable or enthusiastic teacher which cannot be marshalled upon an examination paper. Such, for example, is the culture of a taste for pure and chaste literature, which appears only incidentally in an ordinary examination. It is on the literary and aesthetic side that written examinations are most ineffective. In literature and rhetoric they are inadequate tests, and in my own mind, it is a question whether the development of pupils in these studies, is not retarded, rather than stimulated by a system of written examinations. It is in languages and in exact sciences, studies which produce a "faculty" or "an art," as Latham calls it, that the written examination is most efficacious, and in these departments, its results may be received with comparative security and confidence. From the very constitution of human nature, it must ever be the case, that a considerable proportion of pupils will fail to comply with the prescribed requirements, however just, or liberal. A school is but a miniature of the great world, in which failure and success, brilliancy and mediocrity, are strangely blended. Absolute success is contrary to every teaching of history and every reminder of experience. Our mode of examining advances, I think, with each successive year It is not all that could be desired, though it is perhaps all that could be expected, when we consider the adverse influences to which some of our Grammar schools are subjected.

FEMALE HIGH SCHOOLS.

No feature of our system is entitled to greater care and consideration than our Female High Schools. It is a well

recognized fact in the history of education, that no system of schools has ever attained the maximum of eminence or excellence without the inspiration and the stimulus of the High School or the College. It is from the High School that we draw by far the greatest proportion of those, who in the relation of teachers, control the destinies, and direct the movements of our system. Any course of action which tends to mar their usefulness, or to impair their efficiency, cannot fail to be regarded as deplorable and pernicious in its consequences to our Public Schools.

INSPECTION AND EXAMINATIONS OF SCHOOLS.

The position of Superintendent as constituted by law or by usage, in some of our cities, restricts the functions of the incumbent principally to advisory duties, or to mere office labors. The Superintendent rarely comes into active contact with schools or teachers, and seldom observes the inner life of the system entrusted to his supervision. I have always regarded it as a pre-eminently wise feature of our school law, to make supervision and inspection one of the principal functions of the Superintendent. The office is little better than useless if the time of its incumbent is spent in mere generalizings, or in dreaming over psychological disquisitions on education, instead of living in his schools, and among the teachers, stimulating, advising, guiding, and directing. My thorough conviction of these truths, has, in concurrence with my natural inclination, impelled me to make examination and inspection of schools, my principal labor, and to regard them as pre-eminently my duty. Contact with teachers and scholars is the most useful, as well as the most agreeable form, that the labors of a Super-

intendent, can assume. By prescribing for myself a strictly systematic method of visiting, I have been enabled to examine and inspect each grammar school in the city, at least three times during the scholastic year, and many schools from four to five times, within the same period. I have regulated the number of my visits, by the necessities of each school, striving always to encourage and to stimulate the weak and the drooping, and to rouse to still greater activity, the enthusiastic and the progressive. My examinations of classes, during my daily visits, nearly always assume the conversational or oral form. A quick, close, and rigid questioning, while it often temporarily disconcerts, is in the majority of instances, the most effective mode of eliciting the intelligence, and testing the development of a class. Our system of written examinations inevitably creates a tendency to dwell too laboriously upon the mechanical execution, the artistic effect of the work. Frequent and rigid oral examinations are an admirable corrective of the tendency to mental petrifaction, induced by excessive devotion to mechanical arrangement, and supreme regard to harmony and symmetry of form. A system of written examinations is an inevitable feature of graded schools, and when circumscribed within proper limits, and restricted to their proper functions, their efficacy cannot be questioned. The Socratic method, however, should be most diligently applied, in every school, graded or ungraded, of high or low degree. The ideal examination is attained only by a judicious blending of the oral and the written, the one tending to readiness, the other to exactness, each complementing and supplementing the other.

CONCLUSION.

I desire to tender my grateful acknowledgements to Mr. Wise, for his valuable aid, rendered in a variety of ways, (especially in the preparation of statistical tables, such as accompany the present report) as well as to Commissioners and Teachers, who have assisted me both by forbearance and by encouragement.

HENRY E. SHEPHERD.

Tables Accompanying Superintendent's Report,

SHOWING THE

Number of Pay Pupils, Number of Free Pupils, Number on Roll, Average Attendance, Percentage of Attendance, Number of Different Pupils in School during the year ending Nov. 20, 1879, *and Number of Teachers.*

SCHOOLS.	Pay.	Free.	On Roll Nov. 20th.	Average attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Baltimore City College	515	64	579	524	90.5	791	13
Eastern Female High School	279	102	381	346	91.	480	10
Western Female High School	475	85	560	527	94.	714	12
	1269	251	1520	1397	91.9	1985	35
Male Grammar No. 1	260	73	333	297	90.	475	8
" " 2	149	218	367	320	87.	477	8
" " 3	76	130	206	182	88.	335	5
" " 4	137	135	272	249	92.	388	7
" " 5	32	166	198	177	89.	297	5
" " 6	318	60	378	326	86.	527	8
" " 7	33	92	125	101	81.	184	3
" " 8	129	172	301	274	91.	419	7
" " 9	88	100	188	169	90.	274	5
" " 10	67	233	300	264	88.	433	7
" " 11	66	185	251	219	87.	315	6
" " 12	63	262	325	275	84.	466	8
" " 13	97	145	242	206	85.	346	6
" " 15	312	132	444	382	91.	635	10
" " 17	131	120	251	221	88.	370	6
" " 18	79	119	198	173	87.	295	5
" " 19	169	87	256	225	88.	361	6
" " 20	117	197	314	282	90.	431	7
" " 21	145	109	254	221	89.	356	6
	2468	2735	5203	4563	87.7	7384	123

FEMALE GRAMMAR, AND ENGLISH GERMAN SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20th.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Female Grammar No. 1	336	126	462	393	85.	654	10
" " " 2	94	247	341	266	78.	448	7
" " " 3	81	119	200	170	85.	296	5
" " " 4	133	156	289	236	82.	398	7
" " " 5	34	205	239	204	85.	377	6
" " " 6	232	89	321	280	88.	425	7
" " " 8	142	184	326	273	84.	468	7
" " " 9	46	97	143	120	83.	218	4
" " " 10	85	212	297	255	86.	394	7
" " " 11	72	188	260	221	87.	380	6
" " " 12	63	212	275	197	72.	371	6
" " " 13	162	140	302	283	93.	445	8
" " " 15	210	153	363	337	93.	513	9
" " " 16	17	99	116	98	82.	152	2
" " " 17	167	153	320	272	85.	438	7
" " " 18	87	135	222	191	86.	321	5
" " " 19	136	79	215	178	83.	291	5
" " " 20	106	227	333	283	85.	417	7
" " " 21	156	127	283	239	83.	409	7
	2359	2948	5307	4496	84.7	7415	122
English-German No. 1	399	112	511	462	90.	681	12
" " " 2	632	0	632	607	96	831	15
" " " 3	953	0	953	869	91.	1148	21
" " " 4	470	82	552	499	91.	779	13
" " " 5	480	271	751	698	93.	927	17
	2934	465	3399	3135	92.2	4366	78

MALE PRIMARY SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20th.	Average Attendance.	Percentage of Attendance.	No. in School during year	No. of Teachers.
Male Primary No. 1	171	175	346	288	83.	601	8
" " " 2	17	125	142	122	85.	212	4
" " " 3	58	206	264	212	80.	415	6
" " " 4	85	188	273	225	82.	394	6
" " " 5	22	418	440	346	79.	542	9
" " " 6	96	232	328	279	86.	452	6
" " " 7	47	120	167	139	80.	268	4
" " " 8	36	156	192	156	82.	284	4
" " " 9	22	127	149	106	71.	246	3
" " " 10	19	176	195	174	90.	313	5
" " " 11	44	172	216	174	81.	308	5
" " " 12	56	260	316	268	85.	452	7
" " " 13	20	222	242	192	84.	321	5
" " " 14	153	93	246	204	83.	368	6
" " " 15	210	158	368	326	88.	522	9
" " " 16	16	278	294	234	79.	436	7
" " " 17	53	262	315	272	86.	494	8
" " " 18	137	78	215	183	85.	345	5
" " " 19	56	156	212	171	81.	290	5
" " " 20	69	255	324	257	79.	506	7
" " " 21	93	207	300	252	84.	453	7
" " " 22	10	270	280	246	88.	399	6
" " " 23	107	184	291	244	83.	421	6
" " " 25	30	206	236	163	74.	323	4
" " " 26	35	184	219	173	79.	323	4
" " " 27	98	192	290	252	86.	397	6
" " " 28	12	278	290	227	79.	416	6
" " " 29	14	126	140	109	79	215	4
" " " 30	76	260	336	270	80.	502	7
	1862	5764	7626	6264	82 14	13218	169

FEMALE PRIMARY SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 30th.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Female Primary No. 1	266	209	475	393	83.	702	10
" " " 2	32	129	161	139	89.	245	4
" " " 3	66	229	295	238	80.	445	6
" " " 4	91	142	233	205	84.	377	5
" " " 5	29	440	469	367	78.	661	9
" " " 6	86	218	304	256	85.	428	6
" " " 7	44	158	202	155	82.	304	4
" " " 8	36	115	151	128	84.	209	4
" " " 9	22	169	191	167	88.	301	5
" " " 10	45	168	213	178	83.	312	5
" " " 11	39	165	204	162	79.	307	4
" " " 12	40	367	407	340	83.	541	9
" " " 13	24	198	222	176	81.	281	5
" " " 14	93	70	163	136	84.	238	4
" " " 15	209	216	425	355	83.	674	9
" " " 16	33	280	303	233	76.	442	6
" " " 17	33	266	299	246	83.	439	7
" " " 18	119	105	224	175	78.	346	5
" " " 19	48	134	182	144	79.	245	4
" " " 20	125	220	345	273	83.	498	7
" " " 21	84	221	305	248	81.	475	6
" " " 22	13	256	269	238	88.	365	6
" " " 23	76	248	324	259	79.9	462	7
" " " 25	15	147	162	117	72.	220	3
" " " 26	42	158	200	167	84.	308	4
" " " 27	119	215	334	268	80.	447	7
" " " 28	28	259	287	235	82.	426	6
" " " 29	22	142	164	130	80.	253	4
" " " 30	97	297	394	315	80.	578	8
" " " 32	35	200	235	176	76.	353	5
	2001	6141	8142	6619	81.29	11882	174

EVENING, AND COLORED SCHOOLS.

SCHOOLS.	Pay.	Free.	On Roll Nov. 20th.	Average Attendance.	Percentage of Attendance.	No. in School during year.	No. of Teachers.
Evening (White) No. 9	0	110	110	76	69.	110	4
COLORED SCHOOLS.							
Grammar No. 1	31	331	362	335	93.	550	9
Male No. 1	1	167	168	123	73.	286	4
" " 2	2	306	308	252	81.5	478	7
" " 3	2	272	274	227	83	369	6
" " 4	11	309	320	282	88.	427	7
" " 5	4	182	186	149	80.	262	4
" " 6	0	476	476	320	67.	662	9
" " 7	0	391	391	310	80.	463	7
" " 8	0	164	164	95	57.	164	3
Female " 1	2	268	270	146	54.	493	4
" " 2	2	411	413	298	72.	519	8
" " 3	3	354	357	260	73.	482	7
" " 4	12	347	359	291	81.	489	7
" " 7	1	349	350	284	85.	515	7
	71	4327	4398	3372	76.66	6159	89
Colored Evening No. 2	7	134	141	115	81.	141	4
" " " 3	0	147	147	106	72.	147	4
" " " 4	0	330	330	198	60.	330	5
" " " 5	6	104	110	83	75.	110	2
	13	715	728	502	69.	728	15

SUMMARY STATEMENT,

Showing the Number of Schools, Teachers, Pay Pupils, Free Pupils, on Roll November 20th, 1879, Average Attendance, Percentage of Attendance, and Number of Different Pupils in School during the year.

SCHOOLS.	No. of Schools.	No. of Teachers.	No. of Pay Pupils.	No. of Free Pupils.	On Roll Nov. 20, '79.	Average Attendance.	Percentage of Attendance.	No. of different Pupils in School during year.
Baltimore City College.....	1	13	515	64	579	524	90.5	791
Eastern Female High School	1	10	279	102	381	346	91.	480
West. Female High School.	1	12	475	85	560	527	94.	714
Male Grammar Schools....	19	123	2468	2735	5203	4563	87.7	7384
Female Grammar Schools..	19	122	2359	2948	5307	4496	84.7	7415
English-German Schools...	5	78	2934	465	3399	3135	92.2	4366
Male Primary Schools.....	29	169	1862	5764	7626	6264	82.14	13218
Female Primary Schools...	30	174	2001	6141	8142	6619	82.29	11882
Colored Schools (Day).....	14	89	71	4327	4398	3372	76.66	6159
Evening School (White)....	1	4	0	110	110	76	69.	110
Evening Schools (Col'd)....	4	15	13	715	728	502	69.	728
Saturday Normal Class.....	1	5	0	72	72	53	74.	145
Music Teachers.....	..	4						
Drawing Teachers.....	..	4						
	125	822	12977	23528	36505	30477	83.48	53392

Number promoted to City College and High Schools..... 719
" " " Grammar Schools..... 3685
4,404

Number of different pupils in School during the year.....48,988

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, January 31, 1879.

Primary School.	No. Examined.	No. Passed.	No. Promoted.	Primary School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1.....	40	39	39	Female No. 1.....	59	58	59
" " 2.....	9	9	9	" " 2.....	10	8	9
" " 3.....	39	37	37	" " 3.....	24	23	24
" " 4.....	30	29	30	" " 4.....	34	34	34
" " 5.....	41	39	39	" " 5.....	36	35	35
" " 6.....	33	33	33	" " 6.....	33	33	33
" " 7.....	23	23	23	" " 7.....	28	25	27
" " 8.....	18	18	18	" " 8.....	12	12	12
" " 9.....	15	14	14	" " 9.....	25	25	25
" " 10....	29	20	20	" " 10.....	26	23	23
" " 11.....	25	23	25	" " 11.....	21	21	21
" " 12.....	32	27	29	" " 12.....	42	39	42
" " 13.....	20	20	20	" " 13.....	15	15	15
" " 14.....	31	31	31	" " 14.....	14	14	14
" " 15.....	39	35	36	" " 15.....	67	66	66
" " 16.....	30	30	30	" " 16.....	30	27	27
" " 17.....	38	38	38	" " 17.....	39	39	39
" " 18.....	30	29	29	" " 18.....	34	30	33
" " 19.....	24	21	21	" " 19.....	10	10	10
" " 20.....	36	36	36	" " 20.....	41	40	40
" " 21.....	34	32	32	" " 21.....	45	44	45
" " 22.....	31	29	30	" " 22.....	26	24	26
" " 23.....	33	33	33	" " 23.....	36	36	36
" " 25.....	23	23	23	" " 25.....	17	15	16
" " 26.....	36	30	30	" " 26.....	30	29	30
" " 27.....	27	26	26	" " 27.....	32	32	32
" " 28.....	24	24	24	" " 28.....	23	23	23
" " 29.....	10	10	10	" " 29.....	16	16	16
" " 30.....	32	30	31	" " 30.....	43	43	43
				" " 32.....	30	30	30
	832	788	796				
	898	869	885		898	869	885
	1730	1657	1681				

EXAMINATION FOR PROMOTION

From Primary to Grammar Schools, June 23, 1879.

Primary School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1.....	65	58	58
" " 2.....	15	15	15
" " 3.....	33	32	32
" " 4.....	33	33	33
" " 5.....	28	28	28
" " 6.....	26	25	25
" " 7.....	26	26	26
" " 8.....	19	18	18
" " 9.....	21	20	21
" " 10.....	42	38	38
" " 11.....	18	18	18
" " 12.....	39	36	37
" " 13.....	12	12	12
" " 14.....	38	37	37
" " 15.....	69	65	66
" " 16.....	41	39	41
" " 17.....	51	51	51
" " 18.....	35	35	35
" " 19.....	30	29	29
" " 20.....	54	54	54
" " 21.....	37	35	36
" " 22.....	32	27	28
" " 23.....	26	25	25
" " 25.....	16	16	16
" " 26.....	30	26	26
" " 27.....	21	21	21
" " 28.....	30	30	30
" " 29.....	17	17	17
" " 30.....	41	38	38
	945	904	911

Primary School.	No. Examined.	No. Passed.	No. Promoted.
Female No. 1.....	64	62	62
" " 2.....	23	19	19
" " 3.....	35	33	33
" " 4.....	30	30	30
" " 5.....	45	44	44
" " 6.....	32	32	32
" " 7.....	28	26	26
" " 8.....	14	12	13
" " 9.....	29	29	29
" " 10.....	23	23	23
" " 11.....	26	25	25
" " 12.....	42	39	40
" " 13.....	11	11	11
" " 14.....	18	18	18
" " 15.....	60	59	59
" " 16.....	34	31	31
" " 17.....	40	40	40
" " 18.....	29	29	29
" " 19.....	16	16	16
" " 20.....	35	35	35
" " 21.....	28	28	28
" " 22.....	22	21	21
" " 23.....	37	31	31
" " 25.....	14	10	10
" " 26.....	30	30	30
" " 27.....	30	29	29
" " 28.....	30	30	30
" " 29.....	18	18	18
" " 30.....	43	42	42
" " 32.....	19	19	19
Girls.....	905	871	873
Boys.....	945	904	911
Total, June.....	1850	1775	1784
Feb. Examination...	1730	1657	1681
Total, 1879.....	3580	3432	3465

EXAMINATION FOR PROMOTION

From Primary to Grammar School (Colored), Feb'y 7, 1879.

Colored School.	No. Examined.	No. Passed.	No. Promoted.	Colored School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1.....	12	10	10	Female No. 1.....	1	1	1
" " 2.....	20	16	16	" " 2.....	23	20	20
" " 3.....	17	12	12	" " 3.....	25	19	19
" " 4.....	8	7	7	" " 4.....	9	6	6
" " 5.....	8	7	7	" " 7.....	1	1	1
" " 6.....	20	11	11				
" " 7.....	10	9	9	Girls.....	59	47	47
				Boys.....	95	72	72
	95	72	72	Total.....	154	119	119

July 2, 1879.

Colored School.	No. Examined.	No. Passed.	No. Promoted.	Colored School.	No. Examined.	No. Passed.	No. Promoted.
Male No. 1.....	12	10	10	Female No. 1.....	3	2	2
" " 2.....	16	8	8	" " 2.....	30	19	19
" " 3.....	13	5	5	" " 3.....	19	8	8
" " 4.....	16	11	11	" " 4.....	10	7	7
" " 5.....	15	12	12	" " 7.....	6	6	6
" " 6.....	14	5	5				
" " 7.....	17	12	12	Girls.....	68	42	42
				Boys.....	103	63	63
	103	63	63	Total, July,.....	171	105	105
				Feb'y Examination...	161	115	115
				Total, 1879.....	332	220	220

NUMBER OF PUPILS

In High, Grammar and Primary Schools, Nov. 20th, 1879.

SCHOOLS.	Grammar School Pupils.	Primary School Pupils.	SCHOOLS.	Grammar School Pupils.	Primary School Pupils.
Fem. Grammar No. 16	45	71	Grammar Colored No. 1	362	
English-German No. 1	214	297	Male Colored No. 1..	14	154
" " " 2	412	220	" " " 2..	27	281
" " " 3	378	575	" " " 3..	31	243
" " " 4	356	196	" " " 4..	27	293
" " " 5	393	358	" " " 5..	18	168
			" " " 6..	53	423
	1798	1717	" " " 7..	28	363
No. in Gram. Schools	10394		" " " 8..	0	164
No. in Primary Schools		15768	Female Colored No. 1	21	249
			" " " 2	37	376
Total of White Schools	12192	17485	" " " 3	37	320
Colored Schools.....	699	3699	" " " 4	24	335
			" " " 7	20	330
Total.....	12891	21184		699	3699

Number of Pupils attending High Schools.....	1,520
" " " Grammar Schools.....	12,891
" " " Primary Schools.....	21,184
" " " Evening Schools and Sat. Nor. Class....	910
Total number of Pupils on roll, November 20th, 1879.....	36,505

NUMBER IN DIFFERENT GRADES OF SCHOOLS COMPARED.

1878 AND 1879.

In Primary Schools—1879		15,768	
" " 1878		15,680	
Increase			88
In Grammar Schools—1879		10,510	
" " 1878		9,983	
Increase			527
In High Schools—1879		1,520	
" " 1878		1,318	
Increase			202
In English-German Schools—1879		3,399	
" " " 1878		3,188	
Increase			211
In Colored Schools—1879		4,398	
" " 1878		3,833	
Increase			565
In Evening Schools—1879	110		
" " 1878	520		
Decrease			410
In Colored Evening Schools—1879	728		
" " " 1878	634		
Increase			94
In Saturday Normal Class—1879	72		
" " " 1878	132		
Decrease			60
Increase in 1879			1,217

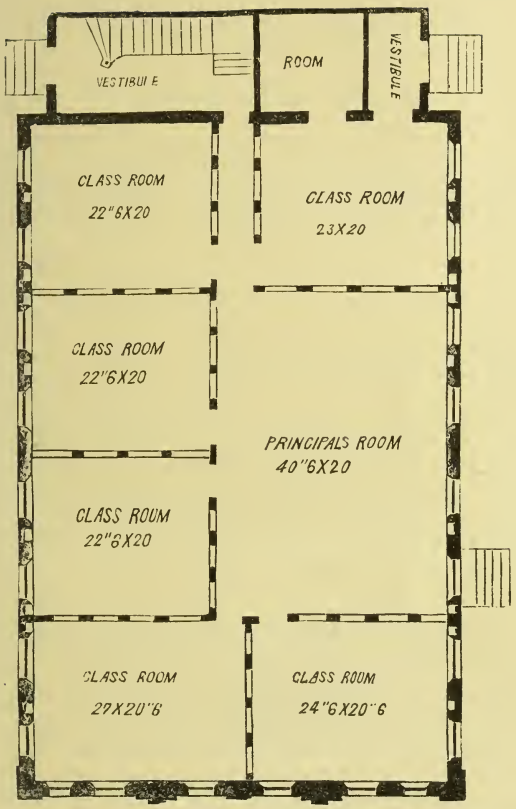
TABLE

Showing the number of Pupils and Teachers in the Public Schools on the last day of each Fiscal Year, from the year 1829, *when the first Public School was opened, to the Year* 1879, *inclusive.*

Date.	Teachers.	Pupils.	Date.	Teachers.	Pupils.
1829	3	269	1855	217	10,913
1830	5	402	1856	253	12,946
1831	5	627	1857	246	11,759
1832	5	640	1858	270	12,263
1833	8	544	1859	271	12,419
1834	8	859	1860	302	14,156
1835	8	867	1861	317	13,952
1836	8	814	1862	319	14,382
1837	8	659	1863	350	15,661
1838	8	675	1864	358	16,086
1839	8	1,126	1865	377	16,523
1840	16	1,834	1866	411	17,967
1841	22	2,539	1867	513	18,896
1842	27	2,471	1868	555	20,591
1843	28	2,669	1869	558	23,159
1844	30	3,366	1870	571	24,673
1845	50	4,313	1871	518	25,357
1846	64	5,017	1872	614	26,375
1847	91	6,439	1873	624	28,329
1848	98	6,699	1874	661	29,108
1849	107	6,763	1875	706	31,356
1850	119	7,093	1876	731	31,404
1851	138	8,011	1877	764	33,946
1852	172	9,081	1878	820	35,288
1853	194	9,447	1879	822	36,505
1854	209	9,717			



Male and Female Grammar School, No. 4, Sharp Street, Near Henrietta.



Ground Plan of No. 4.

REPORT

OF THE

Assistant Superintendent.

BALTIMORE, December 31st, 1879.

HENRY E. SHEPHERD, ESQ.,

Superintendent of Public Instruction.

SIR:—The following report of the condition of the Primary Schools for the year ending January 1st, 1880, is respectfully submitted.

The number of pupils attending Primary Schools is 21,184 Last year the number was 21,014—an increase of 170 pupils. This includes the Primary Department of English-German Schools, of Female Grammar School No. 16, and of Colored Schools.

The number of Primary Schools is 59, which occupy 31 buildings, all of which, except the one temporarily occupied by Male Primary School No. 1, are owned by the city.

The number of pupils to a teacher, on enrollment, is 46. The number to a teacher, on average attendance, is 37. The

percentage of attendance this year is 81—last year it was greater. By examining in detail the attendance of the various schools, though, it will be seen that the decrease in the attendance is mainly in those schools in which troubles, to which young children are liable at certain seasons, prevailed last year to an unusual extent, and that there is, in fact, marked improvement in the regularity of attendance in all the schools. The pupils of our English-German schools set an example in this respect worthy of imitation, the attendance in these schools being 92½ per cent. As a means of still further improving the attendance, a more judicious enforcement of the rules relating thereto is earnestly recommended.

Truancy is not so prevalent as heretofore. This evil is one that needs earnest co-operation to effect its destruction. Without the working together of all who desire its abolishment, its abolishment will never be accomplished. The subject is not a new one, the proper treatment of it is something with which we are not wholly unfamiliar, but until both bodies, the school authorities and the parents, are equally active in their endeavors to suppress the evil, truancy as a blot upon our school records will continue to exist. "As soon as all can be made to believe that the school, and not the street, is the place for children, especially for those of tender years, then a marked advancement in lessening the roll of absentees may be looked for with some reasonable expectation. Some parents seem to think, even when necessity does not compel such a belief, that the sooner a child begins to learn how to earn a dollar, or a dime, it is just so much a matter of progress with the child—forgetting, in their mistaken ideas, that there are more than sufficient opportunities out of school hours for this sort of practical street education, and forgetting further that educated

labor produces more in less time, both as regards money and amount, than that labor which is allowed to go to its task uninstructed and uninformed. There remains to us the conviction that when the system of public education is clearly and distinctly understood, both in its special and general bearings, by all who compose the public, the evil of truancy will be found to have materially lessened, and the roll of absentees to have diminished almost beyond measure. In this direction we trust that we are progressing."

In connection with the subject of discipline, it is well to mention again the necessity for complying with Art. XVI, sec. 3d, of the Rules of the Board. Pupils guilty of serious misconduct in one school, by the existing practice in many vicinities, give up their books and without trouble enter another school, soon, probably, to leave this under similar circumstances to go to another still—for they are almost invariably of the worst class of pupils, and keep "moving on" in the vain hope of finding a school to "suit" them. This class of pupils need control, not only for their own benefit, which is a great consideration, but with a view of upholding the authority of our teachers. Teachers have a difficult position to fill, and in order that they may exert as much influence for good as possible, it is indispensably necessary that the community generally, and the authorities especially, do all in their power to invest the position with the dignity and consideration due it.

There is a greater equality than formerly in the size of the classes in the schools, and the work on this account is much more thoroughly done. The classes of our lowest grade teachers are of a much more reasonable size, the good effects of which are apparent. The rule requiring pupils not know-

ing the alphabet to enter the lowest grade during the months of September and February only, is also doing great service towards increasing the usefulness of this grade. Pupils under six years of age are not allowed to enter the Primary Schools as frequently as formerly.

By the present system of "promotion," it is too frequently the case that by the time a newly appointed teacher has become familiar with her duties and useful in the lowest grade, she is transferred to a higher grade, and the vacancy supplied, in most cases, by a person who has everything to learn, at the expense of her pupils, in the way of teaching. I earnestly invite the attention of the Board to the importance of making some mutually satisfactory arrangement by which teachers possessed of experience and skill in the management and instruction of young children may be induced to remain in charge of the lowest class when opportunities for "promotion" offer.

The methods of instruction in the lowest classes have greatly improved—many of the teachers in charge of them use the most approved means of acquainting their pupils in a reasonable time with a knowledge of reading, spelling and the alphabet. This is especially the case with most of those teachers who have been teaching the lowest grade for any considerable length of time.

In regard to methods of instruction, teachers are encouraged to investigate and understand all methods, and are at liberty to use those by which they can best succeed.

Much of what is claimed by some to be the "New Method," or that pursued in the Quincy Schools, has been in vogue in

some of our schools ever since I have known them, and it has been the constant effort both of the Superintendent and myself to extend this method of instruction into all the schools. In explanation of this system the New England Journal of Education gives the following:

"A correspondent requests us to give a practical explanation of the 'new education,' 'the Quincy system,' 'improved methods of instruction;' 'not vague generalities, but rigid facts.' The request is reasonable. Perhaps a great many people besides our correspondent are in the same inquiring state of mind. It would be a happy day for the children, if the people of the United States were as eager to find out what the new education is, as to know whether General Grant wants to be the next president. If the majority of the people really knew this, and lived up to their light, president-making, and a good many other tough problems in the republic, would be mightily simplified.

"Go into one of some thousands of superior schools for little children—now happily more easily found than a few years ago—scattered through the country from Maine to Texas, and sit out a day's work.

"There is a crowd of children learning to read. Instead of beating up toward a simple sentence, for six months, through a maze of twenty-six unmeaning characters called the alphabet, these children adopt Horace Greeley's recipe for resumption—the way to read is, *to read.* A familiar object, known to them all, or a picture that calls up the mental object, is presented to them. 'What is this?' 'This is a cat.' The sentence, or as much of it as the teacher desires to impress, is written on the board, shown to the children as their answer.

The word 'cat' is fixed in their minds as the name of pussy at home. In the same way, word after word, sentence after sentence, are written on the black-board or shown on cards, till the children have acquired a considerable vocabulary for reading. Reiteration is here the law. The teacher keeps at it until great numbers of words and sentences are lodged, in the most natural way, in the children's minds; pronounced in the natural tones of voice; explained to the comprehension of the dullest. In this way a child begins to read the first hour in school, in the same way he learned to talk; from being shown objects by his mother, and repeating, after her, their names, till they are lodged in his memory for life.

"The same day begins the first lesson in writing. The child attempts to imitate, with slate and pencil, the words written or printed on the blackboard. Pretty bad scrawls at first, but the little things keep at it, comparing slates, and, after a few days, bring forth a handwriting a good deal more legible than the chirography of Horace Greeley, Gerret Smith or Rufus Choate. Reiteration still. The way to learn to write is—to write, and keep at it.

"Along with this begins drawing. Nothing is so attractive to children as testing the eye and the hand by the simplest forms: the line, the angle, the square, the circle. It's astonishing how they get on. Every child naturally desires to represent what he sees. If the venerable fogies who denounce drawing as an 'ornamental branch' will produce a wide-awake boy who doesn't cover the nearest board-fence with his works of art, or whittle all creation to pieces, we will confess to the impeachment.

"Now, after reading is well along, comes the analysis of words into letters, pronounced by their radical sounds; and spelling by the phonic method. But, mind, these children are all the time learning to spell while learning to write and read; for writing a word often stamps it forever on the imagination. No sane English-speaking man attempts to spell in any other way than by recalling the look of the word, as written or printed. So, by filling the blackboard and the slates with words of common use, the children are all the time learning to spell; not long columns of useless, technical, or impossible words, out of a spelling-book, but the words that must be used in their daily life.

"At the same time the children begin the study of grammar, in the natural way, by oral instruction from their teacher in the 'art of speaking and writing the English language correctly.' Bad grammar and habits of punctuation, brought in from outside, are all the time corrected. The children write sentences, little stories—whatever they will—as 'language lessons,' on their slates. It is surprising how easily and how well they do it. You'll find in a school of fifty little children half-a-dozen compositions as pithy, decisive and poetical as the proverbs of Solomon. These children learn to write as Shakespeare learned—by having something to say, and saying it, in their way, with the pencil or pen.

"From the beginning, the whole school is instructed in habits of observation through object-lessons. The pupils learn the different gemoetrical forms by the use of blocks, and never forget them. A simple flower is given, and each child questioned as to what he sees; and in half the time that the boys of our old district school would cut their desk to pieces, or the girls eat up a pocketful of slate-pencils, all these childern learn

the simple elements of botany, and their eyes are forever opened to the glory of the flowers of the field. The same exercise with minerals, birds, fishes, through the domain of animated nature up to the structure of man, year by year, is opening their eyes and training their faculties to read the Book of Nature, so long a sealed volume to the masses of mankind.

"Very early begin lessons in numbers, involving simple notation, numeration, and the primary operations—all taught by handling objects in the most familiar way. Geography is sprouted by teaching points of the compass, distances in the school-room, school-yard, village, or city streets, public buildings, with daily observation of the natural features of the accessible country. Geography, like charity, 'begins at home.'

"But how about school discipline, all this time? While the children are busy in these pleasant ways, the school takes care of itself. Neither children or grown people commit crimes while busily occupied in agreeable and wholesome ways. These children are not tied to their benches. A short, wide-awake lesson, then a march around the room, an exercise in gymnastics, a little song, puts them in order for another ten minutes of work. Music is another of the rocks of offense by the venerable fogy, who seems to forget that when music began to come in the rod began to go out. We remember, day after day, in the good old times when little children were ranged in rows, with their hands extended to be struck with a ferrule; little girls set to 'holding down a knot' in the floor with one finger, or holding out a book at arm's

length; ears boxed and pulled, hair torn out by the roots, etc. That vigorous race of schoolmasters and schoolma'ams put their 'ornamental' work on the children themselves, in the shape of bruises, pinches, and black-and-blue marks, and always lived on the slope of a crater. The new education substitutes drawing, music, gymnastics, and the law of love, and makes a school a family. We prefer the 'ornamentals' of the new era to the old.

"But now comes down upon us an avalanche from the metropolitan press: 'Friends and brothers, you are cramming these children to death! Read this course of study for infant minds: Reading, writing, drawing, spelling, arithmetic, grammar, geography, composition, music, gymnastics, object-lessons in geometry, botany, ornithology, ichthyology,—ologies *ad infinitum*. Arouse, oh men and brethren! Literary maiden aunts, to the rescue! Penny-a-liners to the front! Save, oh save our darlings from the new education!'

"Did you ever count the 'objects' and 'subjects' that occupy the attention of a wide-awake boy in twenty-four hours? Was any girl ever killed at home because she turned her hand to fifty different things in a day? Why, that is the law of growth for childhood: *variety* of *interest*. Set a child to do only one thing, like learning to read by the alphabet, and you would make him an idiot in a week if Mother Nature didn't come in and upset your stupid plan, by distracting his attention every five minutes by something that will make an impression for life. The new education in the modern school simply utilizes this law of variety; leads the child in pleasant ways from topic to topic; so that in a year it knows more about a dozen useful things than it knew about reading in the old district school, and has lived through the happiest year of

its life, *because its schooling has simply been the continuation of the natural methods of developing its faculties, begun at the mother's knee.*

"When all education, from the cradle to the university, proceeds in this—the beautiful way by which the Infinite schoolmaster instructs us—shall we learn that what we call 'the new methods of instruction' are only the return to the old, eternal method of training the immortal soul that came in with the first man and will proceed through all the eternities to come."

Reading is receiving much more attention than formerly in the Primary Schools, and its condition is better than ever before. In most of the schools pupils read, very well, properly graded matter not found in the reader assigned to the grade. They can also spell most of the ordinary words met with in their readers, and incorporate them, and many of their variations in tense, case, or comparison, into either written or spoken sentences. Language and the spelling of ordinary words are receiving increased attention, the good effects of which are unmistakable.

Instruction in Arithmetic is not, as formerly, confined to the working of large examples in the four primary rules, but mental exercises in work of a practical character are given also, which add greatly to the interest of the subject as well as the usefulness of the instruction. In the main, the classes are well grounded in the tables.

Writing in many of the schools is taught excellently well, in others well, while in some desirable results have not been reached. Improvement in this branch though is evident in nearly all the schools.

The instruction in Music and Drawing goes on very successfully under the instruction of the special and regular teachers.

Notwithstanding the fact though, that such a condition of the Primary Schools exists, after a most careful consideration of the subject, I am satisfied that pupils six years of age ought not to be required to accomplish the work laid down by the Board for these schools in two and a half years, and that the work would be much more satisfactorily performed, both by the pupils and the teachers, if three years were devoted to its accomplishment. I, therefore, call the attention of the Board to the subject, and recommend the addition of another grade to the Primary Schools. Pupils would then enter the Grammar School at about nine years of age, which is quite time enough for them to do so.

The re-arrangement of the class-rooms in Male and Female Primary School No. 20, has added greatly to the convenience and usefulness of that building.

The building in the course of erection on Greene and Fayette streets will amply accommodate Male Grammar School No. 1 and Male Primary School No. 1. The latter school, in the meantime, is comfortably accommodated, and satisfactorily conducted, in the rented building on Greene and Mulberry streets.

The recommendations of the Board to the City Council for appropriations—to rebuild Primary Schools No. 23, No. 29 and No. 32,—to erect a building for Male Colored School No. 8, and to build an addition to Primary School No. 18, are very judicious, and it is hoped the Council will see fit to grant the necessary funds. The building occupied by Primary School

No. 11, on Pierce and Schroeder streets, ought also to be added to the list, as it is not suitable for school purposes—the class-rooms are small and badly arranged both for ventilation and a proper accommodation of the classes.

The rented building occupied by Colored Primary School No. 4, on Biddle street near Pennsylvania avenue, has been much improved by the construction of four additional rooms, at the expense of the owners, two for the Male, and two for the Female Department. As a further improvement of this building, it is recommended that each of the large rooms fronting the street be divided into two class-rooms by partitions.

It is again respectfully suggested that the Committee on Buildings be requested to recommend for the adoption of the Board a "Model Building," constructed upon the most improved scientific principles, in regard to arrangement, size of class-rooms, heating, lighting, and ventilation, and that all new buildings be constructed in accordance therewith. By an inspection of the buildings erected within the last eight or ten years, it may be easily seen that an arrangement of this kind would relieve the city from much unnecessary expense, and at the same time secure buildings more suited to the purposes intended.

Much more care than formerly is paid to the subject of ventilation in our schools. Before school, the janitresses see that the air in the building is throughly purified, at recess the windows are raised and a fresh volume is allowed to supply the place of the foul air. When the calisthenic exercises occur, the exercise of the pupils preventing their catching cold, the air is again purified by raising the windows for about three

minutes. By this means, together with the ordinary arrangements for ventilation, pure air is generally secured. The subject of ventilation is becoming better understood by the teachers, and greater efforts are made to keep the rooms supplied with fresh air.

There is great disparity in the amount of painting and renovating done to the school buildings during the summer vacation, and it is urged that it be done more systematically, those being attended to first which are most in need. Buildings of a cleanly and inviting appearance should be furnished to all the schools, especially to those in the worst localities, as their influence does much towards humanizing the pupils. In this connection, I would mention the buildings occupied by the following Primary Schools: No. 2, No. 3, No. 7, No. 11, No. 12, No. 13, No. 22, No. 23, No. 25 and No. 29.

Superintendent Eliot, speaking of the revision of the Boston Schools, says:

"The most important thing in the way of revision is the change of the teachers' tenure of office from one to three years. It does not take effect until the beginning of the next school year, in April, 1880, but there seems no reason to fear that it will be delayed beyond that time. I wish that it might begin even sooner, and as a tenure for good behavior instead of for three years; and this not only for the teachers' sakes, but for the pupils'. It is plain that the teacher will be benefited, that he has anxieties enough without being anxious concerning his reëlection, and that if any trouble outside of teaching can be spared him, its removal will render him better able to meet the trouble inseparable from his public duty. His largest resources, both moral and intellectual, are bur-

dened without adding a feather's weight of uncertainty about his position or his income. More than all this, it is only by making him feel reasonably sure of his place, and for as long as he is able to fill it, that we encourage him to improve himself. He wants time for study, time for growth, and not only time, but inclination, say rather desire, which he can hardly feel if his future is precarious. To give him what he needs is to give his pupils what they need, even more than he. To him, his reappointment is a question merely of support or standing; serious matters to be sure, but not the most serious of all. To his pupils it is a question of example and influence, of the vigor and labor which he stirs in them, of the calmness and patience which they are to see in him if they are to cultivate them in themselves; in short, of the force he is to exert over their natures in order to do them the good for which they have been brought to him. Many a teacher has taught as well under the shadow of an annual election as though he had been in unbroken sunshine; but many another has not, and it may be that these are not inferior to those in natural powers. A sensitive spirit, all tenderness and sympathy, as quick to feel others' wants as its own, responsive to every claim upon it, is just the spirit which our schools most need, and just the one to suffer most from a canvass repeated every year. Not one of all the men and women in the schools but will be encouraged by the greater degree of confidence in them implied by an appointment for three years, if not for more. They have not suffered from arbitrary action, or even from the fear of it, on the part of the School Committee. This body is not in the habit of dropping teachers without cause; indeed, they are often retained from mere reluctance to drop them. But so long as human nature remains the same, it may be taken for granted, that the committee which appoints its teachers on

the most high-minded tenure will be rewarded by the most high-minded service. An annual election will always be colored to some extent by a sense of dependence on the teacher's side, and of patronage on the committee's, which it would be better for both sides, and for the schools, to wipe out forever. There is one consideration which seems to be of weight against a tenure limited by anything short of good behavior. It is that the best teachers, or very many of them, will neither seek nor accept a place involving rëelection. Thus men who would adorn our schools turn from them to colleges, whose professorships, once given, are not to be given again; thus women, from whom a public school might draw the very inspiration it requires, pass it by for some private institution where they feel they will be protected as well as employed. Such teachers are to be drawn to the schools, not by raising salaries or multiplying promises, but by making appointments once and for all. There will be no embarrassment as to their termination when the time to terminate them comes. It is never the good teacher who makes a difficulty about resigning."

I feel that this report would be incomplete without some mention of the faithful and intelligent manner in which a great majority of our teachers are performing their arduous and perplexing duties.

As a general thing, they are daily becoming better informed upon educational subjects, more earnest in their efforts to advance the efficiency of the schools, and more observant of the rules of the Board regulating their conduct. Most that is good in our system is due to their labors, and it affords me pleasure to state, that in my opinion, their faithfulness, energy

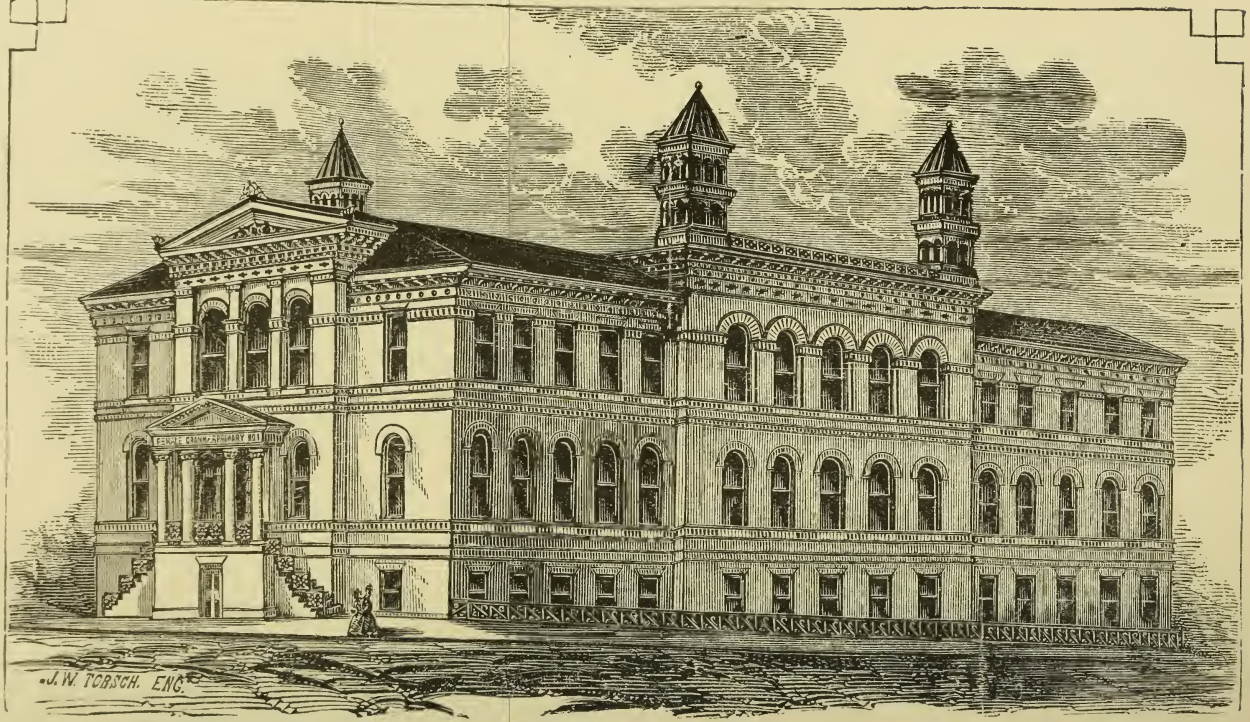
and intelligence will keep our schools abreast at least of the best in the country.

My thanks are due the Board, its officers, the teachers, and yourself especially, for courtesy and assistance extended to me on all occasions.

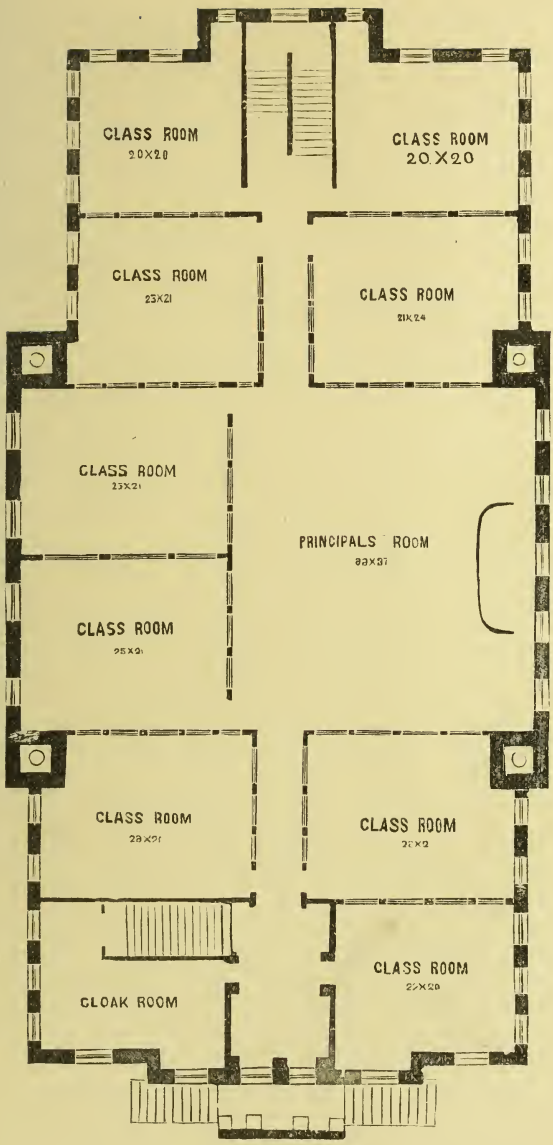
Respectfully submitted,

HENRY A. WISE,

Assistant Superintendent.



Female Primary and Grammar School, No. 1, S. W. Corner Fayette and Greene Streets.



Ground Plan of No. 1.



Baltimore City College, Howard Street, Opposite Centre.

Forty-First Annual Report

—OF—

BALTIMORE CITY COLLEGE,

—WITH—

ACCOMPANYING PAPERS,

—FOR—

A. D. MDCCCLXXIX.

Committee on Baltimore City College.

JOHN B. WENTZ,

276 East Baltimore Street, and 17 St. Paul Street.

G. S. GRIFFITH, Jr.,

89 and 91 West Baltimore Street.

JAMES W. DENNY,

365 Druid Hill Avenue, and 31 St. Paul Street.

ROBERT H. SINCLAIR,

295 Aisquith Street, and 70 North Charles Street.

JOHN T. MORRIS, *ex-officio*,

43 North Charles Street.

H. E. SHEPHERD, Sup't, *ex-officio*.

FACULTY OF BALTIMORE CITY COLLEGE.

WILLIAM ELLIOTT, Jr , A. M., Ph. D., Principal,
Professor of Higher Mathematics.

*J. ASBURY MORGAN, A. M., Ph. D., Vice-Principal,
Professor of the Greek Language and of Mental and Moral Philosophy.

JAMES R. WEBSTER,
Professor of Writing and Book-Keeping.

ANDREW S. KERR,
Professor of Mathematics and Astronomy.

A. L. MILES, B. A.
Professor of the French Language, and Adjunct Professor of Latin.

CHARLES F. RADDATZ,
Professor of the German Language.

CHAPMAN MAUPIN, M. A.,
Professor of the Latin Language.

POWHATAN CLARKE, M. D.,
Professor of Natural Science.

CHARLES C. WIGHT,
Professor of History and English Literature.

RICHARD W. PREECE,
Professor of Drawing.

ALEXANDER HAMILTON,
Adjunct Professor of English and Mathematics.

STEPHEN F. NORRIS,
Tutor.

HENINGHAM GORDON, A. B.,
Tutor.

GERARD E. MORGAN, A. M.,
Tutor, *pro-tem.*

*Deceased Nov. 30, 1879.

COMMENCEMENT.

The names of the young Gentlemen to whom certificates were given at the Commencement in June, 1879, in testimony of their having satisfactorily completed their respective courses of study, are as follows:

I. Of the Five Years Course:—

Edgar Howard Bankard,
William Shirley Bayley,
Hiram Block,
Joseph Chalmers France,
John Carl Heilig,
Whitford Loane McDowell,
Charles Lee Mitchell,
Henry Tegmeyer Porter,
Johnstone Hamilton Quinan,
Howard Newcomer Roberts,
Adoniram Judson Robinson,
William Jacob Roth,
Edward Louis Watson.

II. Of the Four Years Course:—

Hugh S. Thompson.

III. Of the Three Years Course:—

Thomas M. Kellogg,
Copeland Morton,
Horace Steiger.

IV. Of the One Year Course:—

John Henry Collison,
Washington Irving Davis,
Frederick Benjamin Eisenbrandt,
Edmund Charles Fahlen,
William George German,
George Bramwell Howser,
John Joseph Maguire,
Andrew Perry Spamer,
John Henry Veditz,
Charles Edwin Waggner.

The recipients of the Peabody Prizes were as follows:

Of the First Grade, One Hundred Dollars Each,

Joseph C. France, Whitford L McDowell, John C. Heilig.

Of the Second Grade, Fifty Dollars Each,

Edgar H. Bankard,
A. Judson Robinson,
William S. Bayley,
Charles L. Mitchell.

Note.—Mr H. T. Porter having been out of school one year, could not compete for a Peabody Prize. His standing maintained during his connection with the College was such, as to have entitled him to a Second Grade Peabody Prize.

REPORT

OF THE

Principal of Baltimore City College.

BALTIMORE, December 31, 1879.

To the Board of Commissioners of Public Schools:

GENTLEMEN:

I herewith present the forty-first Annual Report of this School, which, with the accompanying papers, will furnish you its history for the year and its present condition.

From the date of the last Report to the close of the scholastic year, there were no occurrences in connection with the school to interrupt its ordinary routine of duties. These were brought to a satisfactory conclusion on the twenty-fifth day of June, on the evening of which the usual Commencement Exercises were held in the main auditorium of the Academy of Music, in the presence of an unusually large audience.

After prayer by Rev. Dr. Brantley, addresses were delivered by the following named members of the graduating class: Messrs. Joseph C. France (Honorary), Edward L. Watson, Henry T. Porter, Adoniram J. Robinson and Whitford L. McDowell (Valedictory).

At the close of the addresses, which were listened to with evident satisfaction by all present, the certificates, authorized by the Mayor and City Council and the School Board, were presented to the graduates by Hon. F. C. Latrobe, Mayor.

Certificates were also given to those members of the One Year Course who had fulfilled the prescribed conditions, and, in accordance with a resolution of the Board, to several other young men who had satisfactorily completed the studies of their respective classes, but were prevented by circumstances from returning to school.

The Peabody Prizes were then distributed in accordance with the provisions of the Donor, by P. H. Uhler, Esq., of the Peabody Institute, after which John T. Morris, Esq., President of the School Board, handed to Messrs. Bayley and Quinan, of the graduating class, the publications of the Early English Text Society and the New Shakespeare Society, which had been awarded to them, respectively.

The names of the recipients of certificates and Peabody Prizes are given on one of the accompanying papers.

Messrs. Latrobe and Morris, in performing the duty assigned them respectively, took occasion each, in fitting terms, to express his best wishes for the future of the young men about to sever their connection with the school.

The exercises of the evening were closed with the Benediction, by Rev. J. J. G. Webster.

A pleasing incident of this Commencement occasion, was the presence, among the prominent gentlemen on the stage, of our well-known fellow citizen John B. Seidenstricker, Esq.,

who, forty years ago, being at that time the President of the Second Branch of the City Council, was the author of the resolution, the adoption of which resulted in the establishment of the High School, now the City College. The announcement of this fact was heartily applauded by the audience.

The examination of applicants for admission to the College took place on the twenty-sixth and twenty-seventh days of June. The number in attendance was so large, that, in addition to our own building, it was found necessary to obtain the use of that of the Western Female High School, to accommodate them. Of the three hundred and fifty-one applicants, three hundred and twenty were from the Grammar, fifteen from the English-German, and sixteen from Private Schools.

Subsequently, other applicants from Private Schools were examined, several of whom were admitted. Of the number admitted, two hundred and ninety-four entered in September.

These, with two hundred and eighty-one of the last year's students who returned, and four who re-entered, made the whole number at the beginning of the scholastic year five hundred and seventy-nine.

In classifying this unusually large number, it was seen that it would be necessary either to make our first year classes larger than usual, or to increase the number of those classes. To do the latter, would necessitate an increase in the number of Instructors in the College, and consequently increase the cost of conducting it.

As the Board was, at that very time, under the necessity of making special efforts in the interests of economy, a recommendation that might tend to embarrass it in that regard, was

thought to be of doubtful propriety, and accordingly no change was made in the schedule. I deem it my duty, however, to state here, that the experience of the last four months has shown, unmistakably, that, in order to reach satisfactory results, our first year classes must in the future be much smaller than they are at present.

Under the direction of the Inspector of Buildings, a change was made, during the vacation, in the internal structure of our building. This was deemed necessary, both as a sanitary measure and because of the increasing need for class room accommodation. This change, however, was made at the expense of our yard accommodations, previously not too ample.

To meet the present, but especially the prospective wants of the school in this direction, it is hoped that in the near future, such action may be taken as will result in the extension of the yard, so as to include the present site of the small unsightly buildings in the rear of the College Building.

It is proper, also, to state here, that the appropriation made for increasing the facilities for laboratory work was judiciously expended, and that the results of this expenditure promise to be satisfactory.

I now proceed to record three events of an unusually painful character that have transpired during the year; reference to which, in this Report, I deem to be necessary to its completeness.

The first of these, the death of Master Ernest Weiller, a student of much promise and highly esteemed by his instructors and classmates, occurred on the twenty-seventh of February. His classmates gave expression to their regard for

his memory in a series of resolutions, a copy of which they had handsomely engrossed and presented to his bereaved parents.

The next was the death of our former colleague, Dr. James McIntire, on the 12th of April, 1879. Dr. McIntire, though not at the time of his death connected with the College, had been a Professor in the same from 1842 to 1874, and was greatly respected by those who had been associated with him, as a Christian gentleman and a scholar. At a meeting of the Faculty, all the members of which had either been his pupils or colleagues, a series of resolutions, expressive of their sorrow at his death and of condolence with his family, was adopted and sent to them.

Prof. J. Asbury Morgan, the record of whose death will close this chapter of sad events, was elected Vice-Principal of Baltimore City College July, 1858, and served in that capacity until the close of the scholastic year of 1860, at which time he resigned. In 1862 he was again elected to the same position, and continued therein until the time of his death, November 30th, 1879.

From his early manhood, Dr. Morgan had been engaged in teaching; the most of that time in this city, where are to be found many who enjoyed the benefit of his varied attainments, wide culture and conscientious devotion to duty.

Intimately associated with him for twenty-two years, I had learned to esteem him as the possessor of those qualities of heart and mind that made him a wise counselor and a sincere friend, and shall ever regard his death as a personal bereavement.

Immediately upon the announcement of his death, the exercises of the College were suspended, and at a meeting of the Faculty, subsequently held, the following paper was unanimously adopted:

"WHEREAS, It has pleased Divine Providence to remove from our midst, DR. J. ASBURY MORGAN, late Vice-Principal and Professor of Greek and Moral Philosophy in this College, who has nearly uninterruptedly, from 1858 to the present time, discharged the duties of his position with untiring fidelity; and whereas, it is meet and proper that we, his surviving colleagues, should express and put upon record the respect and regard we cherish for his past services and character, therefore, be it

"1. *Resolved*, That whilst humbly bowing to the decree of Almighty God in thus taking from a career of usefulness and honor among us our esteemed friend and colleague, we recognize the severe loss which this institution and the public schools of this city have suffered.

"2. That we bear witness to his zeal and ability as a teacher; to the purity and integrity of purpose, animated by high Christian sentiment, which he carried into the routine of his daily duties; that he was ever mindful of, and striving conscientiously to promote, the moral and mental improvement of those committed to his instruction; that as a citizen he was useful and public-spirited, a courteous gentleman, a kind friend, with sympathetic heart, ready to respond to the calls of the poor, the needy and the distressed.

"3. That our profoundest sympathy be tendered to the bereaved members of his family, and the assurance of the continued honor in which we will hold his memory.

"4. That this action of the Faculty be published in *The American* and *Sun*, and an engrossed copy of the same be furnished the family of the deceased."

Appropriate action was also taken by the students who constituted Dr. Morgan's classes, and by former students of the College.

The death of our colleague made a re-arrangement of the department of Ancient Languages necessary; this was effected by assigning to Prof. Maupin the classes in Greek, and to Mr. G. E. Morgan, whom the Principal was authorized by the Committee to employ, the classes of which it became necessary to relieve Prof. Maupin. These changes were made with but little interruption to the exercises of the school.

Mr. Morgan, who by this arrangement becomes, for the time being, an instructor, is a son of Dr. Morgan, is a graduate of the College, and subsequently of Dickinson College, and was, during last year, an Assistant Professor in the Wesleyan University of East Tennessee.

In closing this report, I again bear testimony to the ability and faithfulness of my colleagues. Illustrations of the efficiency of their labors are abundant in this city, in which there are so many of the graduates of the College now creditably filling prominent positions in business and professional circles.

I repeat the invitation to our fellow citizens to visit the College at their convenience. Such visits, I am sure, will tend greatly to increase their respect for the founders of an institution which is at once a centre of moral and intellectual influence in this community, and cause them to approve and commend such legislation as will give to it aliberal support.

I again take occasion to express to the Members of the Board, especially to the Committee on the College, my obligations for their continued co-operation in advancing its interests.

Hoping that in this regard, the future may be as the past, I am,

Respectfully,

WM. ELLIOTT, Jr.,

Principal.

CURRICULUM.

FIRST YEAR.

English Grammar and Analysis,
Arithmetic,
History of England,
Writing,
Physiology,
Latin, commenced,
Book-Keeping, commenced,
Algebra.

SECOND YEAR.

Composition,
English Grammar and Analysis,
History of Rome,
Book-Keeping, continued,
Natural Philosophy,
Latin, continued,
German, commenced,
Geometry, completed,
Plane Trigonometry,

THIRD YEAR.

Rhetoric, Composition and Elocution,
History of English Literature,
Natural Philosophy, (full course,)
Latin, continued,
German, continued,
Greek, commenced, (optional,)
French, commenced,
Trigonometry and Applications.

FOURTH YEAR.

English Literature,
Mental Philosophy,
Moral Philosophy,
Constitution of the United States,
Chemistry,
Latin, continued,
Greek, continued,
French, continued,
German, continued,
Analytical Geometry,
Astronomy.

FIFTH YEAR.

Latin, continued,
Greek, continued,
Calculus,
English Literature, continued,
Logic,
Moral Philosophy,
French, continued,
German, continued,
Chemistry, continued,
Astronomy, continued,
Review of Mathematics.

ONE YEAR COURSE.

English Grammar,
Commercial Arithmetic,
Book-keeping and Business Correspondence,
History of the United States,
Physiology,
Drawing,
Physics.

Recitations of Baltimore City College.

81st and 82d Terms.

I. RECITATIONS HEARD EACH WEEK BY THE RESPECTIVE PROFESSORS.

PROF. ELLIOTT—Plane and Spherical Trigonometry, 4 times; Analytical Geometry, 4 times; Calculus, 3 times; Review of Mathematics, 4 times; Preparation, 3 times; Geometry, 2 times.....20

PROF. WEBSTER—Book-Keeping, 13 times; Writing, 11 times.....24

PROF. KERR—Geometry, 13 times; Plane and Spherical Trigonometry, 4 times; Astronomy, 2 times; Preparation, 4 times.....23

PROF. MILLES—Latin, 15 times; French, 10 times.....25

PROF. RADDATZ—German, 15 times; History, 7 times; Preparation, 2 times.....24

PROF. MAUPIN—Greek, 12 times; Latin, 12 times.....24

PROF. CLARKE—Natural Philosophy, 17 times; Chemistry, 5 times; Geology, once.....23

PROF. WIGHT—English, 17 times; Rhetoric, 4 times; Composition, once; Preparation, 2 times.....24

PROF. PREECE—Drawing, 16 times.....16

PROF. HAMILTON—Algebra, 16 times; Arithmetic, 5 times; Composition, 2 times; Preparation, once.....24

MR. NORRIS—Arithmetic, 8 times; History, 8 times; Composition, 5 times; English, 2 times; Ex. Composition, 2 times.....25

MR. GORDON—Latin, 10 times; Physiology, 11 times; Preparation, 4 times.....25

MR. MORGAN—Latin, 15 times; Preparation, 8 times.....23

Recitations of Baltimore City College.

81st and 82d Terms.

II. RECITATIONS MADE EACH WEEK BY THE RESPECTIVE CLASSES.

J Class—Greek, 4 times; Latin, 4 times; English, once; French, 2 times; German, 2 times; Calculus, 2 times; Review of Mathematics, 2 times; Astronomy, once; Chemistry, 2 times; Geology, once; Preparation, 4 times.....25

I Class—Greek, 4 times; Latin, 4 times; English, 2 times; German, 2 times; French, 2 times; Analytical Geometry, 4 times; Astronomy, once; Chemistry, 3 times; Preparation, 3 times.....25

H[1] Class—Latin, 4 times; Greek, 4 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Preparation, 2 times.....25

H[2] Class—Latin, 5 times; Trigonometry, 4 times; French, 3 times; German, 2 times; Natural Philosophy, 3 times; Rhetoric, 2 times; Drawing, once; Review Mathematics, 2 times; Preparation, 3 times..... 25

G Class—Latin, 5 times; Geometry, 5 times; German, 3 times; History, 2 times; Natural Philosophy, 3 times; English, 2 times; Drawing, 2 times; Book-Keeping, 2 times; Preparation, once.....25

F Class—Same as G.....25

E Class—Same as G.....25

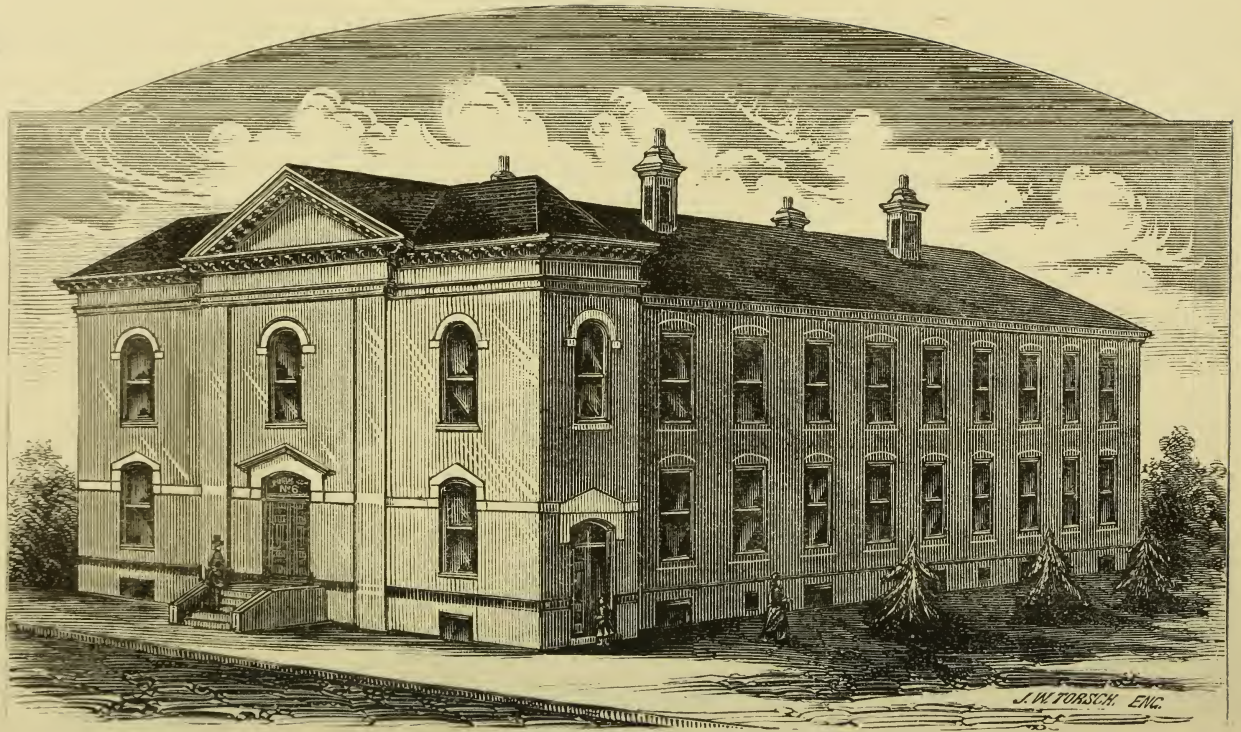
D Class—Latin, 5 times; History, 2 times; Arithmetic, 2 times; Composition, once; Physiology, 2 times; Algebra, 4 times; Drawing, 2 times; Book-Keeping, once; Writing, 2 times; English, 2 times; Preparation, 2 times.....25

C Class—Same as D.....25

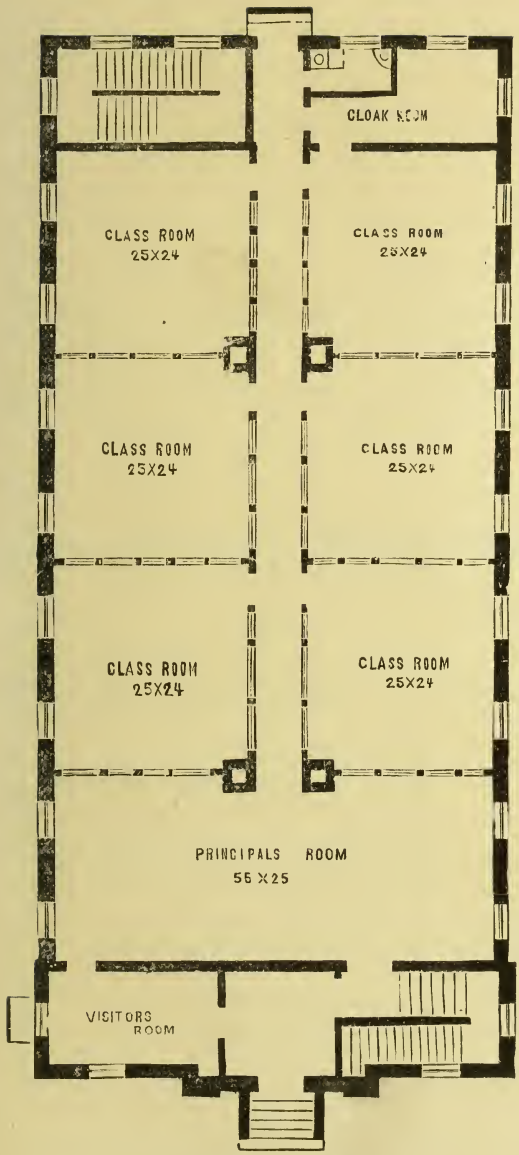
B Class—Same as D.....25

A Class—Same as D.....25

A[2] Class—Arithmetic, 5 times; Physics, 2 times; English, 2 times; Composition, once; Physiology, 3 times; Drawing, 2 times; Book-Keeping, 3 times; Writing, 2 times; History, 2 times; Review, once; Preparation, 2 times.....25



Male and Female Grammar School, No. 6, Division Street, Near Lanvale.



Ground Plan of No. 6.

REPORT OF THE PRINCIPAL

OF THE

Eastern Female High School,

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1879.

COMMITTEE

ON THE

FEMALE HIGH SCHOOLS.

JOHN P. POE,

WM. C. ATKINSON,

H. B. ROEMER,

WILLIAM M. IVES,

DR. WILLIAM LEE,

GEO. H. BUDEKE,

JOHN T. MORRIS, *ex-officio,*

H. E SHEPHERD, *Sup't.*

Faculty of the Eastern Female High School.

W. F. WARDENBURG,

Astronomy, Chemistry, Mental Philosophy, Algebra.

ELIZABETH A. BAER,

Rhetoric, Elocution, Composition.

PHEBE J. TOMPKINS,

Arithmetic.

SARAH L. BASSFORD,

Etymology, History, Composition, Rhetoric, Book-Keeping.

MARY C. GEDDES,

Algebra, Geometry.

LAURA V. DeVALIN,

Physiology, English Literature, Composition.

ELIZA E. NICOLAI,

History, Natural Philosophy, Composition.

LAURA M. MULLIN,

Drawing.

LOUISA BROWNING,

Grammar, Composition, Literature.

AMANDA DUBRIEUL,

French.

W. A. TARBUTTON,

Vocal Music.

GRADUATES.

Apel, Minnie

Armiger, Rosa B.

Bandell, Mary C.

Barnes, Cora Lee

Birdsey, Lillian

Blackman, Adah

Brinton, Clara M.

Bristor, Rosie E.

Burgan, Kate S.

Burnett, Maggie K.

Clagett, Adelaide

Dorritee, Hannah H.

Durkin, Margaret

Ettinger, Elenora W.

Evans, Florence E.

Hanlon, Kate V.

Harrison, Anna B.

Mahon, Theodocia B.

McElfresh, Eleanor S.

McLaughlin, Marie P.

Miller, Emma

Mills, Ella T.

Mitchell, Eleanor

Mitchell, Sophia

New, Adeline M.

Pierce, Emma T.

Ringrose, Mary

Rusk, Helen M.

Ryttenberg, Hattie R.

Search, Louisa

Strahan, Nellie B.

Sultzer, Delia C.

Thompson, Virginia

Toland, Sarah

Treanor, Jane

White, Annie V.

Wise, Elizabeth O.

Wright, Ada M.

Recipients of the Peabody Medals.

FIRST GRADE.

Miss ADA M. WRIGHT,
" HELEN M. RUSK,
Miss MARY C. BANDELL,
" ELEANOR S. McELFRESH,
Miss HATTIE R. RYTTENBERG.

SECOND GRADE.

Miss ADELINE M. NEW,
" MINNIE APEL,
" CLARA M. BRINTON,
" ANNIE V. WHITE,
" FLORENCE E. EVANS,
Miss KATE V. HANLON,
" THEODOCIA B. MAHON,
" LILLIAN BIRDSEY,
" LOUISA SEARCH,
" ELEANOR B. STRAHAN.

Recipients also of the Maryland Institute Full Membership Tickets for one year, and of tickets to Lectures Peabody Institute.

ADDITIONAL NUMBER RECEIVING TICKETS

—TO—

Lectures Peabody Institute.

Miss JANE TREANOR,
" CORA LEE BARNES,
" ADAH BLACKMAN,
" DELIA C. SULTZER,
" EMMA T. PIERCE,
Miss ANNA B. HARRISON,
" ADELAIDE CLAGETT,
" KATE S. BURGAN,
" SOPHIA MITCHELL,
" SARAH C. TOLAND.

REPORT

OF THE

Principal of Eastern Female High School.

BALTIMORE, December 31, 1879.

To the Commissioners of Public Schools:

GENTLEMEN:

The report of the Eastern Female High School for the year ending December 31, 1879, is herewith respectfully submitted.

The entire number of pupils in the school during the year was four hundred and seventy-seven. There are at the present time on roll three hundred and forty-six. Of those who withdrew, thirty-eight were graduated. The average attendance was ninety-one per cent.

The substitution of Shaw's New History of English Literature for Shaw's Manual, and the introduction of Bain's Rhetoric were the only changes made in our text-books.

By referring to our course of study, it will be found that a large portion of the time is given to such mathematical and English branches as are acknowledged to be the true and only foundation of a solid education. Considerable attention is also given to drawing. As the value of this subject, not only as a method of cultivating the taste and quickening the perception, but also as a means of earning a livelihood, comes to be better known, we feel confident that it will be classed with the essentials. Several of the former pupils of the school have obtained employment by reason of their skill in this branch.

It has been suggested by the teachers of history, that better and more satisfactory work can be done in this department by the substitution of special histories for the compendium now in use; in due time, the views of these ladies will be placed before the Committee on High Schools for consideration.

The general deportment of the school has been good. The pupils have been kind to one another, and respectful and obedient to their teachers. It is the first aim of the institution to send into the community women who will exert an elevating influence in any sphere of life in which Providence may place them. In this connection, we are constrained to say that the competition engendered by the Peabody medals is not conducive to the harmony of the school or to the welfare of the pupils. For the first three years of the course, the girls seem contented and more anxious to obtain knowledge than to secure high marks; but in the fourth year, the work of which decides who are to receive these medals, there is a feverish anxiety in regard to averages, with, per-

haps, an abatement of the little sympathies and courtesies so attractive in the intercourse of the young. Besides this, we believe that prizes of any kind have a tendency to lower the true dignity of education.

Among the large number of pupils received from the grammar schools each year, it is to be expected that some will be found who are unable to do the work of the High School. Finding the requirements beyond their ability, and seeing inevitable failure before them, they withdraw. This is a matter that should receive the careful consideration of all concerned, as many a child who might otherwise obtain a fair education, is taken from school before she has a useful knowledge of even the ordinary branches.

Since our last report, the facilities for dismissing the school have been greatly increased by the erection of an additional stairway from the study hall to the bonnet room. The work was done under the direction of Mr. Robert Beetley, Inspector of Buildings, to whose personal supervision are largely due its completeness and adaptability to the purpose intended.

Our Library is still without the necessary reference books, and our Laboratory is in need of apparatus. We trust that the Board, at an early day, will remedy these deficiencies.

Before closing this report, we desire to express our thanks to the Superintendent and to the Members of the Committee on High Schools, for their hearty co-operation in all things tending to the welfare of the school ; also, to the Officers and Members of the Board for their uniform kindness.

W. F. WARDENBURG,

Principal.

SUMMARY

Of Annual and Special Examinations for 1879.

GRAMMAR, PRIVATE AND ENGLISH-GERMAN SCHOOLS.	Examined.	Admitted.
No. 2	26	22
" 3	19	19
" 5	27	26
" 7	3	3
" 11	27	24
" 13	42	42
" 17	22	20
" 20	25	20
" 3 English-German School	3	3
" 4 " " "	1	1
Private Schools	5	1
	200	181

Class Recitations.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

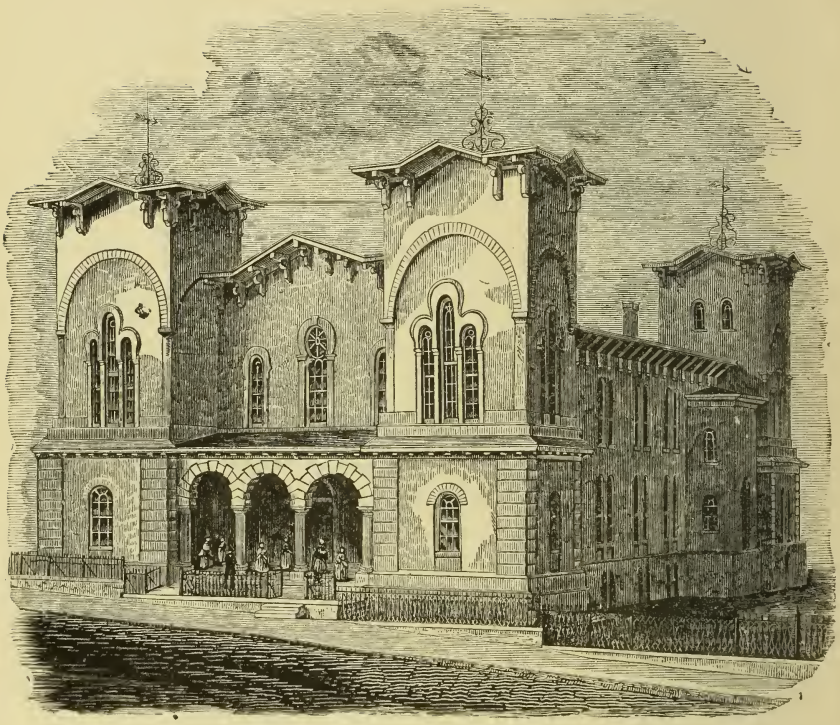
K AND L—Mental Philosophy, 3; Algebra, 2; Chemistry, 3; English Literature, 2; Grammar, 1; Elocution, 2; Book-Keeping, 2; Arithmetic, 2; Drawing, 2; French, 2; Music, 2; Composition, 2.

H AND I—Astronomy, 4; English Literature, 1; Rhetoric, 2; Elocution, 1; Algebra, 3; History, 2; Geometry, 3; Mensuration, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

E AND G—Rhetoric, 3; Literature, 2; Elocution, 1; Algebra, 3; Arithmetic, 3; Natural Philosophy, 4; Experiments, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

A, B, C AND D—Physiology, 4; History, 4; Etymology, 2; Grammar, 2; Composition, 1; Arithmetic, 3; Algebra, 3; Drawing, 2; French, 2; Music, 2.

K AND L..... Fourth Year Classes.
H AND I.....Third " "
E AND G.....Second " "
A, B, C AND D.....First " "



Western Female High School.

REPORT OF THE PRINCIPAL

OF THE

Western Female High School,

WITH

ACCOMPANYING PAPERS,

FOR THE YEAR 1879.

COMMITTEE

ON THE

FEMALE HIGH SCHOOLS.

JOHN P. POE, *Chairman*,

WM. C. ATKINSON,

H. B. ROEMER,

WILLIAM M. IVES,

DR. WILLIAM LEE,

GEO. H. BUDEKE,

JOHN T. MORRIS, *ex-officio*,

H. E. SHEPHERD, *Sup't.*

Faculty of the Western Female High School.

D. A. HOLLINGSHEAD, A. M., *Principal*,

Astronomy, Chemistry, Mental and Moral Philosophy, Algebra and Experiments in Natural Philosophy.

P. A. HARTMAN,

English Literature, Rhetoric, History, Composition.

S. S. RICE,

Rhetoric, Elocution, Etymology, Grammar, Composition.

J. S. WILLIAMS,

Algebra and Composition.

EMMA COWMAN,

Rhetoric, Physiology, Etymology, Composition.

H. C. ADAMS,

History and English Literature.

L. C. SAUMENIG,

Geometry, Book-Keeping, Physiology, Arithmetic.

I. HAMPSON,

Natural Philosophy, Algebra, Composition.

Mrs. A. P. TUDOR,

Arithmetic.

L. D. BRIAN,

Grammar, Etymology, Astronomy, Composition.

E. J. DAVIS,

Drawing.

Prof. V. RIGUEUR,

French.

Prof. W. A. TARBUTTON,

Music.

Graduates Receiving Peabody Medals.

FIRST GRADE.

Miss LUCY CLARE HANK,
" LENA E. CARPENTER,
Miss SUSIE B. DUNGAN,
" ANNIE C. MEUSHAW,
Miss ELLA COWMAN.

SECOND GRADE.

Miss BLANCHE MacCARTHY,
" IDA M. BOYD,
" MARY E. ELY,
" LILLIAN REESE,
" FLORENCE BARNES,
Miss TILLIE FRANKEL,
" ANNIE DOERKSEN,
" FANNIE HAYNES,
" IDA B. HILL,
" EMMA ELDER.

Additional Number Receiving Tickets to Lectures to Peabody Institute.

Miss LILLIAN CREERY,
" OLIVE C. MACY,
" SALLIE N. COLLINS,
" JENNIE M. LEWIS,
" MINNIE DOUGHERTY,
Miss LILLIAN GATCH,
" MAGGIE ROBINSON,
" SALLIE COOK,
" MARY SULLIVAN,
" IDA C. SHERER.

Miss Lucy Border, by merit standing, was entitled to the fifth Ten Dollar Medal, and Miss Katie Dodd to one of the Tickets of Free Admission to the Peabody Lectures, but not having consecutively completed the regular course of four years study, neither one of them could compete for these honors.

Graduates and their Essays.

Anderson, Lillie.....*The Decorative Art.*

Boyd, Ida M.....*Doing the Duty that Lies Nearest Us.*

Butler, Lizzie.....*The Magic of Physical Beauty.*

Barnes, Florence E.....*Here Past, Present, Future, spring Triple Blossoms from One Root.*

Border, Lucie.....*American Girls.*

Cameron, Katie L.....*After and Over.*

Carpenter, Lena E.....*NAPOLEON AT THE BRIDGE OF LODI.*

Cowman, Ella.....*A Choice of Books.*

Creery, Lillian M.....*The Eternal Presence of the Past.*

Collins, Sallie N.....*Genius which gives—Talent which takes.*

Cook, Sallie.....*What Great Events from Trivial Causes Spring.*

Dungan, Susie B.....*THE WEIRD IN POETIC LITERATURE.*

Daugherty, Minnie.....*Mysteries of Voice and Ear.*

Doerksen, Anna.....*Do We Make Our Lives, or do Our Lives Make Us?*

Dodd, Katie.....*The English Love of Home.*

Ely, Mary E.....*Memory's Dreams are Pleasant Dreams, They Tell us of the Past.*

Elmer, Mary F.....*Sunset on the Hudson*

Elder, Emily.....*Fire of Thought and Soul of Song.*

Fisher, Marie.....*Emblems of Flowers.*

Fillinger, Laura V.....*Graduation.*

Frankel, Tillie.....*German and French Sentimentality.*

Gatch, Lillian E.....*Home.*

Graham, Sophie.....*Blanks.*

Goettman, Frances.....*Big Words.*

Hank, Lucy C.....*LABOR IS PRAYER.*

Hare, Ida F.....*Light Reading.*

Hamilton, Alice H.....*Dawns and Sunsets.*

Harden, Octavia.....*Men of War, Wood and Stone*

Hill, Ida B.....*Modern Heroes*

Haynes, Fannie.....*The Marble Waiteth.*

Irvin, Nina.....*Chimes.*

Kahn, Theresa.....*Influence of Woman.*

Kuhn, Anna.....*Higher Education for Women—Its Influence on Society.*

Lewis, Jennie M.....*Landscape.*

Graduates and their Essays.—Continued.

Loane, Carrie V.....*"Hows" and "Whys" of Life.*
MacCarthy, Blanche.....*The Past of Egypt Viewed from the Present.*
Meushaw, Anna C.....*Golden Dreams and Leaden Realities.*
Macy, Olive C.....*Keramics.*
Nicholson, Mollie V.....*Different Spectacles through which we View the World.*
Reese, Lillian.....*Men for the Times.*
Robinson, Maggie.....*Color Blindness.*
Scherer, Ida C.....*Mental Types in Different Ages.*
Sullivan, Mary.....*Problems, Verses, Compositions.*
Seegar, Minnie.....*The Book and the Binding.*
Trader, M. Louise.....*Spilt Milk.*
Wilson, Caddie.....*Our Institution.*
Wilen, Katie E.....*Proper Cultivation of Mind essential to Human Happiness.*
White, Virginia D.....*Fairyland of German Romance.*
Webb, Maggie.....*Fairies and Fairy Stories.*

REPORT

OF THE

Principal of Western Female High School.

WESTERN FEMALE HIGH SCHOOL,

Baltimore, December 31, 1879.

Commissioners of Public Schools:

GENTLEMEN:

In submitting the thirty-fourth Annual Report of this Institution, it affords me pleasure to be able to state that its condition and prospects are quite as satisfactory as at any previous period in its history. The unusually large accession of students this session, rendered an additional supply of desks for our Study Hall necessary, which, in due time, we received, and we are now able to seat comfortably in that room 566 pupils. At our opening we had on roll 560, made up as follows:

Former Students returned.....286
Entered under general and special examinations.....274

Notwithstanding the number detained from school, by protracted sickness and by severe and inclement weather, the attendance during the past year averaged 93 per cent., which we think speaks well for the interest which our students manifested in their school work, especially when it is remembered that a number reside beyond the city limits. In consequence of our unusually great accession this year, our first year classes have been undesirably large, and would have justified our applying for an additional teacher, but not having a sufficient number of class rooms for the members of our present Faculty, any increase in their number would have been a disadvantage to the harmonious and successful working of the school, and for this reason, our teachers preferred to undertake the increased amount of labor imposed by the formation of larger classes to the interruptions which would necessarily result from increasing both the number of teachers and classes, without having class rooms in which to accommodate them.

We hope, however, that before the opening of another session, this difficulty will be obviated by providing at least two new class rooms, as it is of vital importance to the efficiency of the school. The necessity for them is so urgent, that I feel impelled again to bring the matter, thus officially, to your attention. In this connection I will, also, again remind you of our want of an additional supply of apparatus for the departments of Physics and Chemistry, without which it is simply impossible to accomplish satisfactory results in those departments. As considerable liberality has been shown by your Board, in the supply of apparatus for the brothers in the Baltimore City College, we sincerely hope our appeal in behalf of the sisters in Female High Schools will not be made in vain.

Our present supply of reference books for the use of our students is exceedingly limited indeed, and very far short of what is required. If a suitable collection of such books were provided, it would prove a great stimulus to closer research on their part, and under the direction of the teachers, be of great advantage to the entire school. I am also induced to refer to this matter, because so many of our scholars have not the advantages of home libraries, which they can consult, and hence they are placed at a great disadvantage as compared with those who are, in this respect, more favorably situated.

A modification of the amount of home work required of our pupils, by the arrangements hitherto observed, seems to me highly important, if not absolutely necessary, in view of the injurious effect upon their health of too close confinement to study. At best, the opportunities offered girls, in a city, for physical exercise are entirely too limited, and hence the great number possessing delicate health. To accomplish, in a measure, the object contemplated, I suggest that at least one period each day be allotted for the preparation of a part of the recitations now required to be studied at home, and that at such periods, the classes shall be in the immediate charge of their respective teachers, and who, when requested by the students, or when they shall find their assistance needed, shall render such aid as will facilitate the students' understanding the difficulties in their studies, with which they may meet, during such periods.

The only change in our Faculty since my last report, was occasioned by the resignation of Prof. de Gournay, our teacher of French. His withdrawal was sincerely regretted both by teachers and pupils. He was an accomplished

gentleman, and as a teacher of the French language and literature he has few, if any, superiors. His success with us was very marked, as is well known to those conversant with the condition of his classes when he resigned his position in our school. His successor, Prof. Rigueur, has entered upon his work with great earnestness, and we hope his success, also, may be commensurate with his energetic and faithful labors. In this connection, it is but proper for me to bear testimony, also, to the faithful and efficient labors of the other teachers associated with me.

Our youthful circle was invaded by the stern messenger, Death. One of our most pleasant and promising pupils, Miss McGuire, during the summer vacation, was taken from the fond embrace of a widowed mother, and her accustomed seat in class thereby made vacant. Besides this, several of our pupils, by the deaths of their parents, were compelled to withdraw from school, and we cannot but feel deep sympathy for those bereaved ones.

Since the commencement of the present session there have been 26 withdrawals, for various unavoidable causes, leaving 534 on roll at the date of this report.

The general progress of our classes compared favorably with that of previous years, but, as usual, there were a number of scholars who, either from a want of proper mental development for the advanced course of study or a lack of interest in the studies assigned them, failed to attain the required standard of scholarship for promotion, and consequently did not advance regularly with their classes. Two of the pupils that entered this session, although they had passed the standard for admission, soon discovered their in-

ability to prosecute successfully the High School course, and they very wisely gave up their books and returned to their respective Grammar Schools. If some others would adopt the same course it would be greatly to their interest, and the classes with which they are connected would be very much benefited, inasmuch as pupils unable to keep pace with their classes invariably retard their progress.

I might here remark, that although the annual examinations held for the purpose of promoting pupils from the Grammar Schools are doubtless the best tests that could be made, under the circumstances, for determining whether or not pupils are qualified to enter the High Schools, still, experience has shown that they are not infallible. The first three months in the High Schools is a far more certain test. If, at the end of this period, the pupils found unable to get along with their studies were sent back to the Grammar Schools the balance of the year, it would be of incalculable advantage to them, and the work in the High Schools could be carried on more thoroughly. I am quite sure if public sentiment would sustain such a measure, its effect upon the whole system would be beneficial.

Our twenty-seventh Annual Commencement took place at the Academy of Music, June 26th. The friends of the graduates and those interested in public education, filled the spacious building to its utmost capacity. The exercises on the occasion were such as seemed to give general satisfaction. The Hon. Ferdinand C. Latrobe, after an appropriate address, awarded the usual certificates of scholarship and merit to 49 young ladies, who had satisfactorily completed the full course of study prescribed by our rules. Their

names and the titles of their theses will be found on an accompanying paper. Prof. Uhler represented the Peabody Committee, and presented the Peabody gold medals to the fifteen young ladies who had attained the highest merit average.

J. H. Bond, Esq., President Maryland Institute, presented to the same young ladies tickets of free admission to its regular course of lectures Prof. H. E. Shepherd, after making a short but most appropriate address, expressing the desirability of the highest literary culture, presented to Misses Border and Cowman the two prizes awarded by the new Shakespeare Society, of London, for having manifested the greatest acquaintance with and the most intelligent appreciation of the spirit and character of the plays of the great dramatist.

My acknowledgments are due to the entire Board and its officers for their courtesy in all my official relations with them, and to the Committee having special oversight of the Female High Schools my thanks are hereby tendered for their co-operation in every effort to extend the usefulness of this institution, and thus accomplish the object for which it was organised. The frequent visits of the Superintendent, Prof H. E. Shepherd, during the past year, were both pleasant and profitable, his suggestions being highly important to the best interests of the school.

By referring to the accompanying papers some important facts may be found, that could not so well have been presented in the body of the report.

I have now, as fairly and plainly as may be, presented the

condition and wants of the institution committed to my care, and it only remains for me, in closing my report, to express the hope that the blessings of a kind Providence may accompany the efforts of all concerned to make its efficiency increase with every succeeding year.

Yours truly,

D. A. HOLLINGSHEAD,

Principal.

CLASS RECITATIONS.

RECITATIONS MADE EACH WEEK BY THE DIFFERENT CLASSES.

L^1 AND L^2—Mental Philosophy, 2; Moral Philosophy, 1; Algebra, 3; Chemistry, 3; English Literature, 2; Grammar, 1; Elocution, 2; Book-Keeping, 2; Arithmetic, 2; Drawing, 2; French, 2; Music, 2; Composition, 2.

I AND K—Astronomy, 4; English Literature, 1; Rhetoric, 2; Elocution, 1; Algebra, 3; History, 2; Geometry, 3; Mensuration, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

F, G AND H—Rhetoric, 3; Literature, 2; Elocution, 1; Algebra, 3; Arithmetic, 3; Natural Philosophy, 4; Experiments, 1; Drawing, 2; French, 2; Music, 2; Composition, 2.

A, B, C, D AND E—Physiology, 4; History, 4; Etymology, 2; Grammar, 2; Composition, 1; Arithmetic, 3; Algebra, 3; Drawing, 2; French, 2; Music, 2.

L^1 AND L^2.....Fourth Year Classes.
I AND K.....Third " "
F, G AND H.....Second " "
A, B, C, D AND E.....First " "

RECITATIONS

OF THE

Western Female High School.

RECITATIONS HEARD EACH WEEK BY THE DIFFERENT TEACHERS.

PROF. HOLLINGSHEAD—Algebra Reviewed, 3 times; Astronomy, 5 Mental and Moral Philosophy, 5; Chemistry, 4; Experiments in Natural Philosophy, 1.....18

MISS HARTMAN—English Literature, 8; Rhetoric, 3; History, 4; Composition, 5; Ex. Written Composition, 5.....25

MISS RICE—Rhetoric, 4; Grammar, 2; Elocution, 13; Etymology, 2; Composition, 2; Ex. Written Composition, 2.....25

MISS WILLIAMS—Algebra, 20; Composition, 2; Ex. Composition, 3....25

MISS COWMAN—Physiology, 12; Rhetoric, 6; Composition, 2; Etymology, 2; Ex. Composition, 3.....25

MISS ADAMS—History, 20; Literature, 4.....24

MISS SAUMENIG—Geometry, 6; Mensuration, 2; Book-Keeping, 4; Physiology, 8; Arithmetic, 3; Recording, 2.....25

MISS HAMPSON—Natural Philosophy, 12; Algebra, 4; Composition, 3; Ex. Composition, 6.....25

MISS WISE—Arithmetic, 25.....25

MISS BRIAN—Grammar, 10; Etymology, 6; Astronomy, 2; Composition, 2; Ex. Composition, 5.....25

MISS DAVIS—Drawing, 24.....24

PROF. RIGUEUR—French, 24.....24

MR. TARBUTTON—Music, 10.....10

GRADES FOR PRIMARY SCHOOLS.

FIFTH GRADE.

Reading and Spelling—Half of First Reader. After teaching a few words, teach their letters, or phonic elements, then teach words from their letters or phonic elements. The power to make out new words in this way to be carefully cultivated. In exercises of this kind, words of two or more syllables separated by a hyphen, may be usefully employed. Talks about the pictures in the Reader, and about objects. Systematic correction of common faults in the use of language to be commenced in this, and continued through all the grades. Pupils to be prepared to read in *any easy* First Reader. Oral spelling.

Arithmetic—Numbers of two figures to be read at sight, without numeration; also, to be written on slates from dictation. Addition—One column of figures containing ones, twos, threes, fours and fives.

Penmanship—Copy from the blackboard words and very short sentences written in script letters. Do not be too critical. No examination for this grade in writing.

Vocal Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

FOURTH GRADE.

Spelling—Words of one syllable to be taken from the grade in Reading. The power to make out new words to be carefully cultivated. Do not confine attention to words of one syllable. Oral drills in spelling the names of common objects.

Reading—Second half of the First Reader. Pupils to be prepared to read in *any* First Reader. Talks about objects, and the pictures in the Reader, the children being encouraged to express what they see in correct language.

Arithmetic—Numbers of four figures to be read at sight, without numeration; also, to be written on slates from dictation. Addition—Columns of two figures, five, six and seven lines.

Mental Arithmetic—Solve very easy practical examples. Also, oral drills in rapid combinations.

Penmanship—The thirteen short letters. Also, copy from the blackboard words and short sentences. Use slates. Do not be too critical.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

THIRD GRADE.

Spelling—Words of one and two syllables to be taken from the grade in Reading. The power to make out new words to be carefully cultivated. Do not confine attention to words of one and two syllables. Oral drills in spelling words in ordinary use.

Reading—Second Reader to page 71. Teach the pupils to read in *any* Second Reader. Talks about objects, the pictures in the Reader, and about the subject matter of the reading lesson—the pupils being encouraged to express their thoughts in correct language.

Arithmetic—Teach the pupils to read and write numbers containing six figures. Addition—Single columns of ten figures; also, columns of two and three figures. Subtraction—(Minuend not to contain more than four figures), *easy* examples. Multiplication by one figure (not greater than 6). Multiplication Table through 6 x 12.

Mental Arithmetic—Oral drills in the rapid combination of numbers, especially in Addition.

Penmanship—Teach the script alphabet. Copy from the blackboard words and short sentences. Write short sentences from dictation. Use slates.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

SECOND GRADE.

Spelling—Words of one, two and three syllables, taken from the grade in Reading. Practice the pupils in making out new words. Do not confine attention to words in the Reader. Written and oral spelling.

Reading—Finish the Second Reader. Pupils taught to read in *any* Second Reader. See that the pupils understand what they read. Talks about the pictures in the Reader, about objects, and about the subject matter of the reading lessons. Faults in the use of language to be systematically corrected. Two reading lessons a day.

Arithmetic—Numeration and Notation of Numbers containing seven figures. Addition—Drills in long columns of one figure. Subtraction, Multiplication, Division by one figure. Multiplication Table through 12 x 12 *well taught.* Do not give too large numbers. Vary the exercises with *easy*, practical examples, involving one process.

Mental Arithmetic—Oral drills in the rapid combination of numbers, especially in *Addition* and *Multiplication.*

Penmanship—No. 2 Primary Course. Copy sentences from the blackboard, and from dictation.

Drawing—As prescribed for the grade. Use slates and cards.

Music—As prescribed for the grade.

FIRST GRADE.

Principals will see that no lessons in any grade are given for home preparation.

Spelling—Words of one, two and three syllables, taken from the grade in Reading. Practice the pupils in making out new words. Do not confine attention to words in the Reader. Written and oral spelling.

Reading—Third Reader to Lesson XXXIX, page 95. See that the pupils

understand what they read, and that they are able to read in *any* Third Reader. Talks about the pictures in the Reader, about objects, and about the subject matter of the reading lesson. Faults in the use of language to be systematically corrected. Two reading lessons a day.

Arithmetic—Numeration and Notation of numbers containing ten figures. Addition—(Frequent practice in long columns of one figure.) Subtraction, Multiplication, Division (when the divisor is 12 or less, use the Short Division form). Do not give too large numbers. Solve *easy*, practical examples, involving these rules.

Mental Arthmetic—Oral drills in the rapid combination of numbers.

Geography—*No Books.* Teach from the outline maps of the Hemispheres and the blackboard, the natural divisions of land and water, the continents, the grand divisions, the oceans, some of the largest and most important political divisions of Europe, Asia, Africa, North and South America, and the cardinal points of the compass.

Penmanship—No. 2 Primary Course. Copy sentences from the blackboard, and from dictation.

Music—As prescribed for the grade.

Drawing—As prescribed for the grade.

GRADES FOR MALE GRAMMAR SCHOOLS.

(*Corrected to April* 1, 1880.)

SIXTH GRADE.

Spelling—Use the Third Reader, first half. Teach especially the spelling of common, ordinary words, such as are in habitual use, and such as constitute the proper vocabulary of children, advoiding purely technical or scholarly terms. Dwell upon those numerous words, whose spelling children are apt to confound on account of their resemblance in sound, e. g., *their*, *there*, *here*, *hear*, *two*, *too*, *loose*, *lose*, etc. Illustrate their differences by using them in sentences. Endeavor in every possible way to combine and coordinate reading, spelling and grammar, making each of these related studies aid and illustrate the other.

Reading—Newell's Third Reader. Pay the utmost attention to pronunciation and enunciation. Endeavor to impress upon the class a *pure English* pronunciation. One of the special objects contemplated by the sixth grade, is to improve and promote the study of reading. *Read every day.* Illustrate the meaning of common and ordinary words, such as occur in the reading lessons, by their *use in simple and easy sentences.* The force of words is always best learned from their context. Make the sentence the basis of language teaching. Examine the class critically upon what they read from day to day. Teach them to reproduce in simple, but correct English, the substance of the day's reading lesson. Strive in every way to develop the faculty of expression. Remember that without the cultivation of this faculty, no rational instruction is possible. Principals are requested not to mark as passed, any pupil, in any grade, who is not proficient in reading.

Arithmetic—Commence at Chapter X and go to article 151, page 86. In connection with Case I in the Reduction of Fractions, teach the Greatest

Common Divisor, and in connection with Case VI, teach the Least Common Multiple. Vary the exercises with Mental Arithmetic and Practical Examples, involving the rules which have been taught. Teach also the Tables of Time and United States Money.

Geography—*Cornell's Primary*—Teach the first twelve lessons, making them as far as possible, object lessons. Teach also the capital of Maryland and the capital of the United States.

Grammar—Teach the class to point out *Nouns* and *Adjectives* in the reading lessons. The pupils are not expected to know the class or kind of noun or adjective, but simply that such and such words are nouns and adjectives. *No grammars are required for this grade.* Make the lesson in grammar a part of the reading lesson. Endeavor from the beginning to inculcate habits of correct speaking.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Make every exercise in reading and definition of words a lesson in Composition. Require the class to write short and easy sentences, illustrating the meaning of words employed in the reader, or in current use. This simple process of word-building is the natural and proper mode of commencing the study of Composition. At the examinations, two or three simple words will be given as the basis of an exercise in sentence-making. This will constitute the examination of the Sixth Grade in Composition.

FIFTH GRADE.

Spelling—To page 15, inclusive. Assign short lessons. Require frequent exercises in sentence-making, in order to illustrate the use and meaning of words in the grade. This exercise will serve as an introduction to Composition. The words selected for these exercises should be easy and simple, and the sentences short.

Reading—Third Reader. Observe strictly the directions given to Sixth Grade. Be careful to see that the pupils understand what they read. Careful examination in reading. Read daily.

Arithmetic—Commence at Article 151, page 86, and go to Article 158, page 90. Teach the grade to solve *easy* examples in Addition of Fractions, and vary the work with mental exercises and practical examples, involving the rules which have been taught. Devote at least one-half of the time assigned to Arithmetic to these divisions of the study. Teach, also, the Table of Dry Measure and English money.

Definitions—As far as page 90.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary.* From lesson 13, page 19, through lessons 38, page 33, omitting lessons 19, 20, 30, 31.

Grammar—Oral instruction on the Noun, Adjective, Article, Pronoun, Verb, Adverb, Conjunction and Preposition. Endeavor from the beginning to inculcate habits of correct speaking. The pupils are not expected to know the classes into which the parts of speech are divided (except those specified below), but simply to be able to recognize any one of the parts named above. No grammars are required for this grade. Use the reader for teaching the parts of speech. The grammar lesson can, in a measure, be made part of the reading lesson. Teach the declension of nouns, the subject of a verb, and the distinction between the transitive and the intransitive verb. The oral lessons at the beginning of the book will be found a valuable exercise in teaching composition and the correct use of words.

Penmanship—Small letters of No. 3.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FOURTH GRADE.

Spelling—To page 30, inclusive. Observe directions for Fifth Grade.

Reading—Fourth Reader. Observe directions for Sixth Grade. Read daily. Careful examination in reading.

Arithmetic—Review Fifth Grade, and go to page 103. Teach all that is necessary respecting factoring and cancellation to enable the pupils to solve

with facility the examples in Case V, multiplication of fractions. At least one-half the time assigned to Arithmetic should be given to Mental Arithmetic and to practical examples.

Definitions--As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Primary*, from 74 to 95, inclusive, omitting Lessons 107 and 111. Frequent exercises upon the Outline Maps.

Grammar—*Harvey's Elementary*, from page 24 through page 74. Do not commit to memory the list of prepositions on page 57. These are best learned by practice and application. In this grade teach the pupils to recognize *all the parts of speech*, to distinguish transitive and intransitive verbs, to point out the object of a transitive verb, to decline nouns, and to form the plural by the general rule (adding *s* to the singular). This grade need not distinguish mood and tense, regular and irregular verbs, nor the *classes* into which the parts of speech, except nouns, articles, verbs, transitive and intransitive, adjectives and pronouns are divided. They should simply know that they are such and such parts of speech, that adjectives describe or limit, adverbs qualify, conjunctions connect, prepositions govern the objective case. Only the simplest parsing will be required of this grade, and the limits prescribed in this schedule will be strictly adhered to in examinations. Classes of Participles, pages 41, 42; Adjective Elements, pages 43, 44; Adverbial Elements, 55, 56; Classes of Sentences, 63, 64, may be omitted. In this grade, as in all grades, endeavor to inculcate habits of correct speaking. Omit Absolute Case, page 74, also notes in fine print.

Penmanship—Letters containing the seventh principle, and the same principle incorporated into words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

THIRD GRADE.

Spelling—To page 45, inclusive. Observe directions for Fifth Grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Fourth Reader. Observe directions for Sixth Grade. Read daily. Careful examination in reading.

Arithmetic—From page 100 to 140 inclusive, omitting "Circulating Decimals" Vary the exercises with practical examples involving the rules which have been taught. Review the preceding grades.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 24, omitting Lessons 10, 11, 12, 13, 17, 18 and 19. Teach the text of the Descriptive Geography as a reading lesson. Exercise frequently upon the Outline Maps.

Grammar—*Harvey's Elementary*—Review carefully the work of the Fourth Grade. Begin at Parsing, page 75, and go to the Conjugation of Irregular Verbs, page 112. Omit notes in fine print. Study thoroughly the declensions, the formation of possessives, the comparison of adjectives, the classes of adjectives and pronouns, the forms of the verb. The exercises in false syntax will not be required as an examination study in this grade. No questions in grammar, or words in parsing, involving the use and meaning of the subjunctive mood, will be required of this grade. Only simple, direct parsing is expected.

Composition—Once in two weeks.

Penmanship—Letters containing the eighth and ninth principles and their accompanying words.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

SECOND GRADE.

Spelling—To page 60 inclusive. Observe directions for Fifth Grade. Direct attention carefully to what is said in the Grammar, under the head of "Orthography."

Reading and History of Maryland—Fifth Reader and Third Revised Edition of the History. Read selections from the Reader three times a week,

and selections from the History twice a week. (See circular dated October 20, 1879.) Observe directions for Sixth Grade. Careful examination in reading.

Arithmetic—From page 141 to section 304, omitting "Longitude and Time." Review the preceding grades, and vary the exercises with practical examples, involving the rules which have been taught.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—*Cornell's Intermediate*, to page 53 inclusive, omitting Lessons 24, 25, 26, 28, 29, 30, 32, 33, 34, 35, 37, 38, 39, 40, 42, 43, 44, 45, 61, 63, 64, 65, 66. Prepare Lesson 47. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Outline Maps. Teach the boundaries of States and Territories.

Grammar—*Harvey's Elementary*. From Elements, page 31, to Defective and Redundant Verbs, page 115. Prepare large and small print. Lists of prepositions, conjunctions and adverbs need not be committed to memory. The exercises in false syntax will not be required as an examination subject in the second grade. Study thoroughly the inflections of the verb, the conjugation of the irregular verbs, the formation of plurals and cases, irregular adjectives, *et. cet.* Omit the Absolute Case, page 74. Endeavor to impart a correct idea of the form and structure of the language.

Algebra—To page 46, section 80.

Definitions in Algebra—To page 46, section 80.

Penmanship—First half of No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

Composition—Once in two weeks.

FIRST GRADE.

Spelling—To page 75 inclusive. Observe directions for Fifth Grade. Direct attention carefully to what is said in the Grammar under the head of "Orthography."

Reading—Sixth Reader twice and U. S. History once a week. Explain principal events in the History of the U. S.

History of Maryland—(Onderdonk's Third Revised Edition) Three times a week.

Arithmetic—Teach the entire book; but the questions for examination will be selected from the subjects taught in the preceding grades as well as the following: Percentage, Profit and Loss, Simple Interest, Discount, Bank Discount, Commission, Insurance, Simple and Compound Proportion, Analysis, and Square Root with applications. Give to the other subjects as much time as in the judgment of the Principal can be allowed to them, in proportion to their importance.

Definitions—As far as Written Arithmetic.

Mental Arithmetic—To correspond with Written Arithmetic.

Geography—Lessons 76, 77, 78, 79, 80, 81, 82, 83, 92, 93, 100, 109, 115, 122, 123, 124, 125, and Map of Maryland, with questions. Use the text of the Descriptive Geography as a reading lesson. Exercise the class frequently upon the Maps, especially in learning the boundaries, cities, mountains, rivers, population, soil and climate, government, principal productions, and area of the different countries of the world. This should be done, so far as possible, in all the Grades. The examinations in Geography will be taken from the limits assigned to the different Grades.

Grammar—*Harvey's Elementary.* Review the preceding Grades. Teach from page 115 to page 142. Pay especial attention to the structure of the language, and to exercises in false syntax. Parse selections from the reader and from the classic writers of the English language both in poetry and prose. Endeavor in every way in all the grades to teach the correct use of language more than technical and formal grammar.

Composition—Assign an exercise once in two weeks. Divide the class into two sections, so that the first shall write one week, and the second the following. Pay strict attention to punctuation, spelling, and the grammatical construction of sentences.

Algebra—To page 134.

Algebra Definitions—To page 134.

Penmanship—Second half No. 4.

Drawing—As prescribed for the grade.

Music—As prescribed for the grade.

GRADES FOR FEMALE GRAMMAR SCHOOLS.

The 5th, 4th, 3d and 2d grades are the same, except Algebra, as in the Male Grammar Schools.

In first grade, in Arithmetic, teach sections 305, 306, and the following subjects: Percentage, Profit and Loss, Simple Interest, Bank Discount, Proportion and Analysis.

The balance of 1st grade is the same as in Male Grammar Schools, excepting Algebra.

Statutes and Ordinances

—RELATING TO THE

PUBLIC SCHOOLS

OF BALTIMORE CITY.

STATUTES.

1. The Mayor and City Council of the City of Baltimore shall have full power and authority to establish in said city a system of free public schools, under such ordinances, rules, and regulations as they may deem fit and proper to enact and prescribe; they may delegate supervisory powers and control to a Board of School Commissioners; may prescribe rules for building school houses, and locating, establishing and closing schools, and may in general do every act that may be necessary or proper in the premises.

2. The Board of Commissioners of Public Schools of Baltimore City, or by whatever name the body may be known that has supervisory powers and control over the public schools of Baltimore city, shall have power to examine, appoint and remove teachers, prescribe the qualifications, fix the salaries subject to the approval of the Mayor and City Council, and select text-books for the schools of said city; provided, such text-books shall contain nothing of a sectarian or partisan character. The Board of Commissioners of Public Schools of said city shall annually make a report to the State Board of Education of the condition of the schools under their charge, to include a statement of expenditures, the number of children taught, and such other statistical information as may be necessary to exhibit the operation of the schools.

3. The Mayor and City Council of Baltimore shall have power and authority to make all ordinances for the protection of the school houses and property, and to punish any person who may disturb the sessions of said public schools.

4. And the said Mayor and City Council are hereby authorized and empowered to levy and collect upon the assessable property in said city, as other taxes are levied and collected, such amount of taxes as may be necessary to defray all the expenses incurred for educational purposes by said Mayor and City Council.

5. The Treasurer, on the warrant of the Comptroller, shall pay to the Mayor and City Council the proportion of the free school fund to which said city is entitled.

ORPHANS' COURT.

6. The Orphans' Court of said city shall order and direct the funds arising from intestates' estates that may be administered upon in said court, and which remain undistributed for want of legal representatives of the intestates to claim the same, to be paid to the Board of Commissioners of Public Schools.

7. The court shall not make such order until they shall be satisfied that the intestates left no legal representatives living at the time of his or her death, and they shall cause the administrator of such intestates to give notice, by advertisement to be inserted for such periods of time and in newspapers published in such places as they may deem necessary, that upon default of the appearance of any legal representative of the intestate, by a certain day to be fixed

by the court, and named in said advertisement, the estate of said intestate will be paid to the Commissioners of Public Schools.

8. They shall, upon passing an order directing such payment, require from the treasurer of the Board of Commissioners of Public Schools, or any other officer who may be appointed by the said Board of Commissioners, or the Mayor and City Council of said city, to receive such funds, a receipt and release to the administrator for the same.

9. The release shall contain an obligation that the said funds shall, by the Board of Commissioners of Public Schools, be applied to the use and support of the public schools of the city of Baltimore, and shall be recorded and preserved in said court as other records are.

10. If the estate of an intestate shall be paid to the Board of Commissioners of Public Schools under this law, and any legal representatives of the intestate of no remoter degrees among collaterals than brothers' or sisters' children shall at any time appear and prove him, her, or themselves to be such legal representatives, the Board of Commissioners of Public Schools who received such estate, or their successors, if the same shall be in their hands or shall have been applied to the use of the public schools, shall restore the same to such legal representative or representatives out of the school fund under their direction.

11. Nothing contained in this law shall be construed to interfere with or affect the rights vested in the Charitable Marine Society of Baltimore.

ORDINANCES.

COMMISSIONERS OF PUBLIC SCHOOLS.

1. There shall be appointed by the two branches of the City Council, in convention assembled, at the times and in the manner prescribed in sections 2 and 3 hereof, twenty persons, to be called Commissioners of Public Schools, one commissioner to be selected from each of the several wards of the city; and said commissioners shall continue in office for the terms as prescribed in sections 2 and 3 hereof, provided that if any commissioner shall remove from the ward from which he was appointed before the expiration of his term of office, then his place in the board shall be declared vacant, and the board may declare vacant the place of any commissioner who shall absent himself from three successive stated meetings of the board, without showing satisfactory cause for his non-attendance, after having been duly notified of the same.

2. The Commissioners of Public Schools, who shall be appointed in the month of February, 1877, shall be appointed for one, two, three and four years, which several terms of service shall be determined by lot at their first meeting and immediately after their organization by the election of a President and Secretary as provided by sec. 5 hereof; the members severally appointed for the First, Second, Third and

Fourth wards shall draw lots for their terms of service, which terms shall be one, two, three and four years respectively, as fixed by the lot then drawn; and the several members for each succeeding four wards, the wards being taken in numerical order, shall determine their terms of service in the same manner as aforesaid.

3. In the month of February in each succeeding year, the First and Second Branches of the City Council, in convention assembled, shall elect School Commissioners in place of those only whose term of office shall at that time expire, and the commissioners elected, as prescribed by this section, shall continue in office for four years.

4. The First and Second Branches of the City Council, in convention assembled, shall have power to expel a member of the Board of Commissioners of Public Schools, either for persistent neglect of duty or for conduct unbecoming a School Commissioner. Should any vacancy occur in the board by removal, resignation, death or otherwise, the unexpired term shall be filled in the same manner as provided by the preceding sections hereof.

5. Said commissioners shall meet within ten days after their election, and at their first meeting they shall proceed to the election of president from their own board, to be chosen by a majority of the whole body; also, a person to act as secretary, who shall serve for one year, unless sooner removed by the board, and who shall have charge of the rooms, books, papers and documents of the board, and shall perform such clerical duties as may be required of him by its members or committees; the board shall assign the duties to e performed by him, and shall fix his salary, subject to

the approval of the two branches of the City Council. If a vacancy should occur in the office of secretary, from any cause whatever, it shall be the duty of the board to elect a person to fill said vacancy as soon as it can conveniently be done; and in all cases a majority of the commissioners shall constitute a quorum for the transaction of business

6. Whenever a vacancy or vacancies shall occur in the Board of Commissioners of Public Schools during the session of the City Council, it shall be the duty of the president of the board to inform the Mayor of such vacancy or vacancies, who shall communicate the same to the First and Second branches of the City Council, who shall proceed in convention, according to their respective rules, to fill said vacancy or vacancies. If a vacancy or vacancies shall occur during the recess of the City Council, by death, resignation or otherwise, it shall be the duty of the board to fill the same as soon as may be convenient; the person or persons so elected to serve until the next session of the City Council.

7. There shall be appointed by the board a suitable person to be the Superintendent of Public Instruction for the City of Baltimore, who shall be a resident of the City of Baltimore, of literary and scientific acquirements, and of skill and experience in the art of teaching, and who shall serve for the term of four years, unless sooner removed by the board. It shall be the duty of the superintendent to devote his time and attention entirely to the general supervision of the public schools of the city, subject to such rules and regulations as the Board of School Commissioners may establish. It shall especially be the duty of the superintendent to visit every school under the charge of the Board of Commissioners of Public Schools as often as once in each

quarterly session, or four times during the academic year; to examine into its respective studies, and to inquire into all matters relating to the government of the schools, such as its curriculum of studies, discipline and course of instruction pursued therein, the text-books that are used, the condition of the school houses, and to make a monthly report of the matters thus specified to the Board of Commissioners of Public Schools.

8. There shall be appointed by the said board a suitable person to be the Assistant Superintendent of Public Schools, who shall be a resident of the city of Baltimore, of skill and experience in the art of teaching, and whose term of office shall be concurrent with that of the superintendent.

9. It shall be the duty of such assistant superintendent of the public schools to aid the superintendent in the supervision of the public schools of the city; he shall visit the primary schools as often as his duties will permit, and make a report of such visits to the superintendent; he shall assist in the examination of the quarterly reports of teachers, in the preparation of the questions for the semi-annual examination of the classes of the primary and grammar schools; and be subject to such rules and regulations as the Board of Commissioners of Public Schools may establish.

10. In order to advance the interests of the schools committed to his charge, the superintendent, in conjunction with a committee of three members of the school board, shall, in the forms prescribed by the board, examine into and ascertain the qualifications of applicants for the situation of teachers, and re-examine, if necessary, any of the teachers employed in the schools under the charge of the board; and

in order further to promote the cause of sound education, and to elevate the character and qualifications of the teachers, the superintendent shall, by all the means in his power, counsel and advise with the teachers in relation to the duties, the proper classification of studies, the best methods of imparting instruction, and, in general, as to the proper discipline and management of the schools under their charge.

11. The salary of the superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the two branches of the City Council; and he shall make annually a report in writing to the Mayor and City Council of all the matters of interest or importance in connection with the schools; and shall also, when requested, furnish to the Board of Commissioners of Public Schools of the city a written statement, showing the number of schools in the city, the number of pupils under instruction and the teachers employed therein, with such additional information in respect to the matter above specified as may be deemed advisable and necessary.

12. The salary of the assistant superintendent shall be fixed by the Board of Commissioners of Public Schools, subject to the approval of the Mayor and City Council.

13. The Register is authorized to receive, through the secretary of the board, all moneys from the teachers, and all other funds due the school board, and pay out of the funds standing in the treasury of the city to the credit of the public schools, any orders that are provided for in the levy for school purposes, after having been examined by the committee on accounts and passed by the board, signed by the

president and countersigned by the secretary of the Board of Commissioners of Public Schools.

14. The said Board of Commissioners of Public Schools shall have charge of the public schools in operation in the city of Baltimore, and of all such as may be in operation during their continuance in office; and it shall be their duty to employ teachers and determine their salaries; to prescribe the courses of study and the books to be used; to make all such by-laws for their own government, and all such rules and regulations for the management of the schools as they may deem expedient, and to modify and repeal the same at their pleasure; provided, that such by-laws, rules and regulations so made or modified, be not inconsistent with the laws of the State, or the ordinances of the city. And it shall further be the duty of said board, at such time as other city officers are required to report, to report to the Mayor and City Council a statement of its transactions, with an account of their receipts and expenditures during the year last passed, and their resources for the year then commenced.

15. The Commissioners of Public Schools shall have charge of all the buildings used for school purposes, and they are hereby authorized to make all necessary repairs in the school houses of the city; provided, the same shall not exceed the sum of three hundred dollars.

16. The said board is authorized and directed to rent out, except for political purposes, for such compensation as to them may seem just and reasonable, the main halls in the Eastern and Western Female High School buildings, for public purposes, at such times and under such regulations as to them may appear right and proper; provided, the same shall

not be rented so as to interfere with or interrupt the regular exercises of the schools.

17. The revenue derived therefrom, as provided in the preceding section, shall be accounted for by the said board and paid over by them to the Register, who is directed to place the same to the credit of the public school fund.

18. The said board shall not employ in building, repairing or improving, or in furnishing stationery or any other kind of supplies, any member of said board; nor shall any member of said board be interested, directly or indirectly, in any contract whatever for the use of the public schools.

19. The salaries of the superintendent, assistant superintendent and secretary of the board, and of the teachers and all other persons permanently employed by the Commissioners of Public Schools, shall be paid monthly, on the last day of each month, by the City Register; and he is hereby authorized, in case of any deficiency in the collection of the school fund, or in anticipation of the levy for the same, to advance, from time to time, to said fund, such sums as shall be required for the payment of said salaries at the time when they shall be due.

20. There shall be no charge for tuition in any of the public schools, but it shall be the duty of the commissioners to furnish all the necessary books and stationery for the several schools, and in general whatever fuel or other supplies the schools may require – the same to be paid for from the public school fund; and each pupil shall pay, in advance, one dollar per quarter for the books used by them, which shall go to the school fund; provided, that nothing in this section shall be so construed as to prevent the board from

furnishing the use of books to the children of parents in indigent circumstances; provided, further, that pupils may furnish their own books, if they so prefer.

21. The public schools of Baltimore are designed exclusively for the education of those pupils whose parents, or in the case of orphans, whose guardians are citizens of Baltimore, or residents of Baltimore with a *bona fide* intention to become citizens.

22. The Board of Commissioners of Public Schools are hereby directed, before admitting the children of non-resident parents or guardians into the public schools of the city of Baltimore, to charge such parents or guardians the following amounts, to wit: For admission to the Baltimore City College, per capita, twelve dollars and fifty cents per quarter; for admission to the female high schools, per capita, eight dollars per quarter; for admission to grammar schools, per capita, four dollars per quarter; for admission to primary schools, per capita, three dollars per quarter; the said amount to be paid invariably in advance, and to be paid by the School Commissioners to the Register of the City for account of the School fund.

23. The Commissioners of Public Schools shall not admit any book or books into use in the public schools, or discontinue the use of the same after having been admitted, unless said admission or discontinuance be approved by a vote of a majority of the entire board in session assembled at a regular meeting of said board.

24. The said Commissioners of Public Schools are hereby authorized to receive all devises, bequests and donations which may be made for the benefit of said public schools, and

all devises, bequests and donations received by said commissioners, by virtue either of this section or of any act or acts of the General Assembly of Maryland, shall be paid over by them to the Register of the City, who shall place the same to the credit of the school fund; and if any condition or conditions be prescribed in any such devise, bequest or donation, the same shall be applied under the direction of said commissioners, with the sanction of the Mayor and City Council, agreeable to the intention of the testator or donor; and if no condition be prescribed in any such devise, bequest or donation, it shall not be lawful for said commissioners to draw all or any part of the amount thereof out of the city treasury during the year in which it was received, unless the collections from the resources and levy of the school fund for said year should fall short of the estimated expenditures forming the basis of said levy; or unless it shall have been already allowed in the estimated resources of the fund for said year, otherwise the same shall be included in the estimate of the ensuing year.

25. The Register of the City shall demand and receive, from time to time, from the Treasurer of Maryland, from the Orphans' Court of Baltimore City, from the Commissioners of Finance, and from the Collector of the City, all such sum or sums of money as may be in their hands for the support and benefit of the public schools of the city, and he shall place the same to the credit of the public school fund.

26. All assessments for paving or repaving in front of any of the public schools, or lots of ground attached thereto, and also all assessments of benefits for opening or widening any street or streets, so far as the public schools may be

interested, shall be paid by the Register out of any unappropriated money in the treasury.

27. It shall not be lawful for said Board of Commissioners of Public Schools to exceed in their expenditures the amount annually appropriated therefor by the City Council; and it shall be their duty to apply the same exclusively to the several purposes, and as far as practicable, in the proportion specified in the statement of estimated expenses, on which said City Council shall have based the school fund levy for the year.

28. The Male Public High School of Baltimore shall be styled the Baltimore City College; and whenever any of the pupils of said school shall have satisfactorily completed the prescribed term and course of instruction, the Commissioners of Public Schools shall have power to confer on them testimonials, in form as follows, viz: This certificate is given to ——— ———, a pupil of the Baltimore City College, in testimony that he has pursued and satisfactorily completed the studies of the —— course of —— years; and said testimonials shall be signed by the president of the board, by the Mayor of the City, with the seal of the city attached, by the committee on the Baltimore City College, and by the principal, vice-principal and professors of said college.

29. Said Commissioners of Public Schools are authorized to cause said testimonials to be engraved on copper, or lithographed, with a suitable vignette, the expenses necessarily connected with the preparation of said testimonials to be paid from the school fund; provided, that no commissioner or teacher shall ever charge or receive any fee or compensation for so signing said testimonials.

30. Said Commissioners of Public Schools shall have power to confer testimonials on pupils of the Eastern and Western Female High Schools, in conformity with the requisitions and provisions of the preceding two sections.

31. Whenever any pupil shall leave any of the high schools without having completed the prescribed term and course of instruction, then, in such cases, said commissioners shall have power to confer such testimonials on said pupils as said commissioners may deem to be proper and appropriate to the occasion.

FLOATING SCHOOL.

32. The Commissioners of Public Schools are hereby authorized and empowered, whenever in their judgment they shall deem it expedient, to organize and put in operation a public school of such grade as to the said commissioners may seem advisable, on board of any ship or other vessel that may for the time being be used by the Board of Trade of Baltimore as a nautical school.

33. The school so organized and put in operation shall be subject (so far as they are applicable) to all the rules and regulations governing the other public schools of Baltimore; and the Commissioners of Public Schools shall have full power and authority, from time to time, to adopt and enforce in and about and concerning the said school, all necessary and proper regulations calculated to insure the literary education of the pupils.

34. All that part of the studies of the aforesaid school to which the preceding two sections shall be deemed to apply, and with which the Commissioners of Public Schools shall

have any connection, shall be the literary branches, such as shall be taught in the public schools of the city; and the basis of the relations of the Commissioners of Public Schools to the said school shall be taken to be defined by the following memorandum, made between a committee of the Board of Trade and the Board of Commissioners of Public Schools: —"It was agreed, that in the establishment of the proposed school, the School Commissioners should furnish teachers, and the same course of instruction, so far as would be applicable, as are now employed in our schools—with desks, seats and all necessary books and stationery, and should devote themselves to the same care and supervision that they now give to the public schools; and on the part of the Board of Trade, and the citizens generally whose assistance it will invoke, it was proposed that the vessel to be used for the purpose of the school should be provided with the persons to take charge of the same, and all necessary rigging, tackle, &c.; also, whatever nautical apparatus might be required, and adequate teachers to instruct the boys in all that relates to seamanship."

35. The school herein provided for shall be designated and known as the Floating Public School of Baltimore, and the Commissioners of Public Schools shall have authority to present to the deserving pupils of the same, any diploma or other suitable reward of merit that may to the said commissioners appear just and proper.

36. The Board of Trade, if they deem it necessary, are hereby permitted, annually in the month of February in each and every year, to select from their own body, two persons, to be known as commissioners of the floating school, who shall have authority to participate with the Commissioners

of the Public Schools in the management of the nautical department of said floating school.

37. Nothing herein contained, nor any act of the Board of Commissioners of Public Schools in the premises, shall be taken or construed to divest the Mayor and City Council of the right to discontinue the said Floating Public School at their option.

SCHOOLS FOR COLORED CHILDREN

38. It is hereby made the duty of the board of Commissioners of Public Schools of the City of Baltimore to organize separate schools for colored children, and to establish as many schools for the education of the colored children of Baltimore city as may in the judgment of said board be necessary.

39. The schools to be established in accordance with the provisions of this ordinance shall be subject to such rules and regulations as may be prescribed by the said board in its discretion

40. All taxes paid by colored persons in the city of Baltimore for educational purposes, shall be placed to the credit of the schools for colored children in the accounts of the City Register.

LIBRARIES.

41. There shall be established at the Baltimore City College, and at each of the two Female High Schools, a library for their use, without charge, under such regulations as may be adopted by the Board of Commissioners of Public Schools.

42. The selection of the books, which shall be only of an instructive and moral character, shall be made by the said commissioners, or a committee appointed by them for the purpose, and no book deemed by them to be injurious to the morals of the pupils, or of a sectarian character, whether obtained by purchase or donation, shall be admitted in said libraries; and all books purchased under any future ordinance or resolution of the City Council or otherwise, for this purpose, shall be subject to the restrictions herein contained.

PEABODY PRIZES.

43. The Commissioners of Public Schools of the City of Baltimore are hereby authorized to accept and receive the premiums given by the Trustees of the Peabody Institute to the Baltimore City College and the Female High Schools, as specified in Mr. Peabody's letter to the Trustees; and to have the same distributed from time to time in such a manner as they shall deem most conducive to the benefit of the schools and the objects of the donor *

*Mr. Peabody, in his first letter to his trustees, dated Baltimore, Feb. 12, 1857, (as set forth in the Act of 1858, c. 209, incorporating the Peabody Institute,) says: "I desire that the trustees, in order to encourage and reward merit, should adopt a regulation by which a number of the graduates of the public high schools of the city, not exceeding fifty of each sex in each year, [who shall have obtained by their proficiency in their studies and their good behavior certificates of merit from the commissioners or superintending authorities of the schools to which they may be attached,] may, by virtue of said certificates, be entitled as an honorary mark of distinction to free admission to the lectures [at Peabody Institute] for one term or season after obtaining the certificates. I also desire, that for the same purpose of encouraging merit, the trustees shall make suitable provision for an annual grant of twelve hundred dollars; of which five hundred shall be distributed every year in money prizes, graduated according to merit, of sums of not less than fifty dollars nor more than one hundred for each prize, to be given

STATUTE RELATING TO VACCINATION,

[*City Code*, 1879, *Article* 23.]

SECTION 26. No teacher in any school shall receive into such school, any person as a pupil, until such person shall produce the certificate of some regular practicing physician, that such applicant for admission into the school has been duly vaccinated. Any teacher so offending shall, on conviction thereof, forfeit and pay a fine of ten dollars for each offence, and no Public School Trustee or Commissioner shall grant a permit to any child to enter any Public School, without such certificate, under the same penalty.

AN ORDINANCE TO PREVENT THE SPREAD OF DISEASE,

[*Approved February* 21, 1880.]

SECTION 1. Be it enacted and ordained by the Mayor and City Council of Baltimore, That it shall be the duty of all

to such graduates of the public male high school now existing or which may hereafter be established, as shall in each year, upon examination and certificate of the school commissioners or other persons having the chief superintendence of the same, be adjudged most worthy from their fidelity to their studies, their attainments, their moral deportment, their personal habits of cleanliness, and propriety of manners; the sum of two hundred dollars to be appropriated to the purchase, in every year, of gold medals of two degrees, of which ten shall be of the value of ten dollars each, and twenty of the value of five dollars each, to be annually distributed to the most meritorious of the graduating classes of the public female high schools; these prizes to be adjudged for the same merit, and under the like regulations, as the prizes to be given to the graduates of the male high school; the remaining five hundred dollars to be in like manner distributed in money prizes, as provided above for the graduates of the male high school in the same amounts respectively, to the yearly graduates in the school of design attached to the Mechanics' Institute of this city. To render this annual distribution of prizes effective to the end I have in view, I desire that the trustees shall digest, propose and adopt all such rules and provisions, and procure such correspondent regulations on the part of the public institutions referred to, as they may deem necessary to accomplish the object."

physicians who may be in attendance in any family whose child or children may be attending any of the Public Schools of this city, which family may have a case or cases of scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough, or any other contagious disease, to give a certificate of the same to the parents or parent of the child or children so diseased as soon as the disease is developed; and it shall be the duty of the parents or parent, as soon as the physician certifies that contagious disease exists in his, her or their house, to notify the Principal of the school attended by his, her or their children, within twenty-four hours, and for a failure of parent or physician to comply with the provisions of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

SEC. 2. And be it further enacted and ordained, That if there be no physician attending in cases of disease mentioned in Section 1 of this ordinance, it shall be the duty of the parents or parent to report the disease to the Principal of the school attended by his, her or their child or children within twenty-four hours from the time the disease is known to be contagious, and any parent who fails to comply with the requirements of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

SEC. 3. And be it further enacted and ordained, That if any parent or physician shall notify any Public School teacher of the city that scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough or any other contagious disease exists in any family whose child or children are attending any of the Public Schools of this city, then it shall be the duty

of the Principal of the school to exclude the child or children of said family from the school until the attending physician certifies that all danger from contagion has passed ; the Principal of any Public School who fails to comply with the requirements of this section shall be fined ten dollars for every offense, said fine to be collected as other fines are collected.

Sec. 4 And be it further enacted and ordained, That if any teacher or teachers reside, board or lodge in any house where a child or children in such house is suffering with scarlet-fever, diphtheria, measles, small-pox, chicken-pox, whooping-cough, or any other contagious disease, of which fact the said teacher has been cognizant, then it shall be the duty of said teacher to certify to the same to a member of the School Board, and such teacher shall not perform his or her duties in any Public School in this city until a physician attending such case or cases of contagious disease shall certify that all danger from contagion has passed ; and for a failure of any teacher to so notify the School Board, or so absent him or herself from his or her duties until all danger shall have passed, as certified by the attending physician, such teacher shall be fined ten dollars for every such offense, said fine to collected as all other fines are collected.

Sec. 5. And be it further enacted and ordained, That all ordinances or parts of ordinances inconsistent with the provisions of this ordinance be, and the same are hereby repealed.

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